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ABSTRACT

This journal, published three time annually, is intended to blend theory and practice in reporting on pupil services practices serving Wisconsin youth, and to stimulate professional activity in the pupil services field. An article on the pro-active role of the pupil personnel services administrator stresses competency-building through training and supervision. Another article describes a project providing parent education programs through school and community cooperation. Research projects described involve continuing education needs of Wisconsin school counselors and differences in verbal responses of male and female counselors-in-training to female clients. A study of Wisconsin pupil services administrators and an article on personal growth experiences in counselor education are included. Use of the System of Multi-Cultural Pluralistic Assessment for evaluating the culturally different child is also described. (NRB)

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# GUIDELINES FOR PUPIL SERVICES

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Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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# *Guidelines for Pupil Services*

Published three times annually by the Bureau for Pupil Services, Division for Instructional Services, Wisconsin Department of Public Instruction, *Guidelines for Pupil Services* is intended to serve as a vehicle to:

1. Blend theory and practice in reporting on promising practices in the pupil services disciplines serving Wisconsin youth.
2. Stimulate professional activity in the pupil services field.

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Catherine L. Stehly, Ed.D., Assistant State Superintendent for Instructional Services
126 Langdon Street
Madison, WI 53702
ISSN D148-768x

# Guidelines for Pupil Services

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**ARTICLES**

61 Pro-Active Role of the Pupil Personnel Services Administrator: Competency Building Through Training and Supervision
Roger F. Aubrey

70 Providing Parent Education Programs Through School and Community Cooperation
Ilene Doty and James R. Jacobs

73 Continuing Education Needs of Wisconsin School Counselors
Patricia L. Welleat and Josiah S. Dilley

77 Differences in Verbal Responses of Male and Female Counselors-in-Training to Female Clients
Jerry L. Davis and Stephen Joel Gill

82 A Study of Pupil Services Administrators in Wisconsin
F. James Harlan and Marvin J. Fruth

88 Evaluating the Culturally Different Child Through SOMPA
Peter J. Kores

90 Personal Growth Experiences in Counselor Education
Gregory A. Lofaro and Alice H. Randolph

**BRIEFS**

69 Check Your Calendar

72 Career Decision-Making Program

59 **COMMENT**

95 **STAFF NEWS, ET CETERA**

97 **INDEX TO VOLUME 17**

Inside Back Cover **GUIDELINES FOR AUTHORS**



AUG 1 8 1980

# COMMENT:

## *Hats Off To Counselors*

On this leap year day as we have just finished our lunch,
I would like to give tribute to counselors, a helluva bunch.
This is the crew who are the helpers of the school,
And because of their positions, they can never be cruel.

They wrestle with IEPs, ACTs, SATs and FAF filers,
They are certainly known as a big bunch of smilers.
Their desks are piled with papers as high as a mountain it seems,
And who do you think captains most M-teams?

They are buried in career ed, assertive ed and sex ed.
No wonder they're driven to a beer with a good head.
"What do you do with a SER report, a FAF?", someone will ask.
Computer scheduling, report card changes put them to task.

In the elementary school, they're involved with understanding self and others,
And how fathers can make good mothers.
The teachers need help with the students coping,
The principal asks, "What should we do about the playground groping?"

They have kids in groups, they have them alone.
They spend lots of time on the telephone.
They are concerned about testing and career exploration,
They even get involved in who has had a vaccination.

As we sit here today and contemplate our jobs,
And think of Monday morning when we again turn the door knobs
Of our beautiful offices into which we will sail,
And are welcomed by three days of unopened mail.

To conventions they come to take in the sectionals,
To listen about licensure and which children are the exceptionals.

---

This tribute to counselors is the original work of **Bruce Erickson,** School Counselor, Kohler, Wisconsin Area Public Schools. It was presented at the 1979 Wisconsin School Counselor Association's Annual Conference.

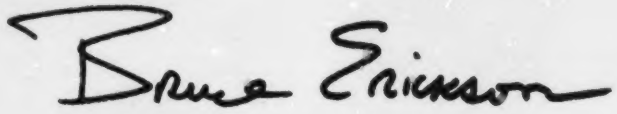
Through the wee hours, some dance and some swim and raise a little hellness,
It's a cure for burnout and it improves their wellness.

Some say they are faster than a speeding college application,
More powerful than confidential information.
They can leap tall stacks of papers in a single bounce.
Their budgets usually are one of the lesser amounts.

They have studied the theories of Rogers, Rothney and Gilbert Wrenn,
And they are still used as substitute teachers now and then.
To get to a convention or during-the-week meeting is a chore,
Boards of education and administration keep piling on more.

Who else speaks in a language using acronyms?
And how many are found coaching in noisy gyms?
BEOG, DOT, PSAT/NMSQT, and DUSO-
Doesn't it sometimes make you want to throw-

Up through the years they have made us all proud
To be a member of the counseling crowd.
Hats off to counselors so valiant and so bold,
In the year of the Olympics, let's give them all gold!



**Bruce Erickson**

# Pro-Active Role of the Pupil Personnel Services Administrator: Competency Building Through Training and Supervision

**Roger F. Aubrey**

To an outside observer, the various services and specialities subsumed under the administrative framework of pupil personnel services, must resemble a band of Gypsies or nomadic Bedouins. Like these ceaseless wanderers, PPS specialists are also perpetual itinerants, roaming the educational countryside in search of a homestead and roots. Also, like their nomadic counterparts, PPS specialists have run the entire gamut from discovering a friendly and bountiful oasis to surviving in a hostile and barren wasteland. Further, PPS specialists are no strangers to the problems posed by an unfriendly or unfamiliar turf and terrain. Territoriality has always been a major problem for those last on the scene or not an original inhabitant of the area. It is further compounded when the wandering band is comprised of a diverse and segmented assemblage, often unable to agree on a common goal or destination. Finally, like the King of the Gypsies and the Sheik of the Bedouins, we have in the person of the PPS administrator the grand patriarch/matriarch of the PPS horde. A person not necessarily endowed with riches or God-like powers, but with expectations far exceeding most mortals.

## PPS Administration: To Lead or to Follow?

Currently, in the field of administration, there are many contending theories of leadership behavior. From my perspective, they can all be reduced to (a) those theories that deal with administrative leadership as the maintenance of existing conditions and (b) those that look upon administration as leadership in initiating change and reform. Obviously, many forms of administration contain elements from both of these perspectives. However, our thrust will be on leadership and the pro-active role of the PPS administrator.

In reflecting on the pro-active role of the PPS administrator, I would suggest that all PPS administrators should be allowed to dream once in awhile. These dreams would not be of a Walter Mitty nature, but rather ideas and conceptualizations of new PPS programs and interventions. Their scope would encompass not only improvement in areas traditionally falling within the PPS bailiwick, but would extend beyond this to matters influencing the entire school system and community. It would emanate from a belief and desire that PPS can frequently be more than a remedial and supportive service in school systems, and instead, on occasion, assume a leadership function as well.

However, as PPS administrators are only too well aware, there are a number of obstacles and stumbling blocks that hinder a pro-active role. One major impediment that severely limits and restrains the PPS administrator is often manifested in squabbles among the various specialists the administrator supervises, as well as in scuffles among these specialists and other personnel in the school system. The crux of this problem is the narrowness of many of the titles, roles and functions of the various PPS specialists serving in a PPS organization. Too frequently, those job definitions are used to solidify territorial gains, carve out small empires, isolate one PPS speciality from another and contract the scope of the specialist's work. The net result of these definitional efforts is an overemphasis on the technical and

**Dr. Aubrey** is Chair, Department of Human Development Counseling, George Peabody College of Vanderbilt University, Nashville, Tennessee.

This article is adapted from a paper presented at the National Association of Pupil Personnel Administrators Annual Convention, Boston, Massachusetts, November 7, 1978.

mechanical aspects of the specialist's work to an exclusion of the overall goals and objectives of the total PPS program. As Mac McKenzie (Dr. Francis McKenzie, Coordinator of Pupil Services, Brookline, MA Public Schools) has said on many occasions, "This limited focus on specialities has resulted in the establishment of only one real PPS worker, and that is the PPS administrator."

**Competency Building: A Starting Point**

Short of cloning one's self, the question before many PPS administrators today is that of meeting ever-increasing demands without a concomitant increase in staff and resources. Put another way, how do harried PPS administrators get maximum mileage from their existing staffs, many of whom hold a narrow view of their speciality, are dated in their skill competencies, and who fail to look upon PPS as an endeavor necessitating internal teamwork and cooperation?

I do not claim to have the answers to all of these questions. However, I do feel that competency building of staff members is one very solid way of dealing with all of these concerns. I would hasten to add that competency building is neither an end in itself or a panecea. Nonetheless, it is a necessary and sufficient condition for achieving all the goals and objectives a PPS administrator might deem desirable. Competent staff allow the PPS administrator to deal effectively and efficiently with existing responsibilities; moreover, competent staff allow the PPS administrator to think imaginatively, creatively and pro-actively. In particular, a highly competent staff will result not only in the correction of past and present commissions, but serve equally well in dealing with omissions in service and program offerings.

I might add that competency building is but one of four necessary ingredients in any effective PPS effort. In addition to competent staff, there is an equally compelling need to have well designed intervention programs, effective delivery systems and evaluation components that allow for continuous monitoring and self-correction. However, the necessary and sufficient condition for powerful programs, potent delivery systems, and sound evaluation schemes will always be a highly competent PPS staff.

**Limitations of Specialization**

Obviously, at least on the surface, no one is opposed to competency building, especially as it applies to those "we know" are suspect or incompetent. On the other hand, competency building can meet with resistance if it entails undue financial burdens, threatens job security or mandates changes in customary roles and behavior. I would especially underscore this latter instance and strongly suggest that one major purpose of competency building should be to bring about changes in the traditional roles and behavior of PPS workers. Let me amplify this point and give an example of what I am proposing.

Many of our PPS specialists are quite good in diagnosing problems and outlining a description of what treatment the specialist will attempt with a given student. Unfortunately, this model is limited by the particular diagnostic training and orientation of the PPS specialist. The same holds true when these specialists write up a prescriptive treatment. This issue arises primarily because specialists define problems and devise interventions by a narrow band of competencies limiting the potential benefits to students. For example, imagine a student is referred to a PPS worker because the students is having severe difficulties making friends and in daily interpersonal relations with peers. At a PPS staff meeting, the student's counselor suggests some intensive individual counseling over the next four to six weeks. The social worker wants to do some immediate consulting with the student's teachers and parents. The school psychologist isn't really sure about the root of the problem and would like to do more diagnosis and testing. Conceivably, what would be most beneficial for the student at this point would be inclusion in an on-going peer counseling group. However, if all three PPS workers do not have group counseling skills or conduct on-going group counseling programs, the student may be forced to enter a less desirable intervention program.

In the example just mentioned, a change in the traditional role and behavior of the counselor seems in order so the needs of the student can be met and not neglected because of the limited skill repertoire of the specialist. However, is it only the counselor who needs to acquire group skills and expand his or her role to encompass group counseling? What of the social worker and the school psychologist? Diagnostically and treat-

ment-wise, do not these PPS specialists need to increase their competencies and broaden their notion of intervention postures as well as the counselor?

My purpose in this example was one of examining how PPS workers arrive at a diagnosis and plan an appropriate intervention strategy. My point was one of showing that both appraisal and treatment are frequently determined, not by the presenting problem and its logical solution, but by the professional background and limited skill repertoire of the PPS speciality. Further, in this instance, the boundaries of PPS role speciality, territorial limits and ultimate help to the student were all inextricably determined by the confines of existing helping skills.

Naturally, all specialities within the PPS family are limited in skill acquisition by their previous training and education. Likewise, PPS specialists in many cases have arrived at job and role definitions by a similar process of training and education. Rarely do these specialists refer to themselves as pupil personnel workers or conceptualize problems and strategies from a common framework embracing all PPS specialities. Only the PPS administrator operates consistently from this frame of reference because he/she is charged with this ultimate responsibility. However, I would speculate that the vast majority of PPS administrators did not have the requisite skills to successfully manage their jobs when first appointed. I would further speculate that practically all have acquired, on-the-job, or through other means, many additional competencies since accepting a position as PPS administrator. The question I might raise is, "What competencies and attitudes do *you* possess that might be passed along to your staff to allow them to better understand the complexities of PPS and sound methods of addressing these intricacies?"

## Competency Building for What End?

I hope it is evident at this point that my view of PPS is broad, comprehensive, inclusive and familial. My perspectives on training, supervision and competency building follow from this view of PPS. As such, one of my major concerns is the scatter and overlap of competencies among PPS specialists. This concern has long been evident in an examination of what, if any, skills and competencies run across all PPS specialists' work and/or what skills and competencies should be working tools for all PPS specialists.

A commonality of skills/competencies between and among PPS specialities could lead PPS administrators to at least four desirable ends:

1. Reduction of conflict and jealousy among PPS specialists.
2. Expanded skill repertoire among all PPS specialists thereby increasing intervention options and teamwork.
3. Greater overlap of skills among PPS specialists would widen the possibility of PPS program development across all speciality areas.
4. Increase in staff morale, productivity and PPS cohesiveness.

### Reduction of Conflict

PPS workers, like their counterparts in other professions, have increasingly become overspecialized. The net result of this specialization has been an enhancement of expertise, but within a narrower and narrower range of skills. As a consequence, breadth and comprehensiveness have been sacrificed for technical proficiency. Norman Sprinthall (1975) has characterized this type of "advancement" as a situation where "we know more and more about less and less."

A further result of specialization is restrictiveness of turf and terrain. Expertise confined to a limited area means others will be quite hesitant to challenge those already in supremacy. As expertise contracts, more and more "experts" are required to fill the voids left by contractions. Similarly, linkages and communication networks between "experts" becomes a major problem often requiring additional administrators or "linkage experts."

*What seems most damaging to PPS as a consequence of specialization is a shift away from task resolution to an overemphasis on PPS roles and functions.* In other words, the disposition of problems and cases is more often decided by the propensities or aversions of specialists than by what the presenting concern actually calls for.

What I am suggesting is the possibility that a broader and more equitable distribution of competencies among all PPS specialists might reduce role conflict and territoriality by changing the in-

tervention focus from one of speciality and assigned responsibility to one of shared task accomplishment. If this were done, the work of the PPS specialists would be determined, not simply by the presence or absence of certain competencies, but by the time availability of the PPS worker, the blending of appropriate worker to student or population being served, teaming across speciality areas, the proper configuration of skills necessary for task completion, or the designing of new programs or intervention strategies.

**Extended Skill Repertoire**

At this point, you may well wonder what I mean by a broadened and more equitable distribution of competencies among all PPS specialists. Just what are these competencies that cut across all specialities and would not only reduce PPS role conflicts and territoriality but also allow for new intervention strategies and program thrusts? Let me begin by clarifying the meaning of the word competency.

Webster's new collegiate dictionary defines competent as "having the capacity to function or develop in a particular way—having requisite or adequate ability or disposition, capacity and endowment." It does not convey the meaning I intend because it ignores the process that links together capacities and eventual performances.

A closer approximation to the term competency is one given by Robert Carkhuff when he speaks of skill training. For Carkhuff (1972) skills are "behaviors that are operational, repeatable and predictable within a delimited range of effects." I like this definition because it sets very specific criteria for determining the presence or absence of a given competency. The only weakness in this definition is the overly behavioristic flavor which excludes the knowledge base upon which some competencies rest. For example, could we assess PPS workers' diagnostic competencies if they were totally divorced from their knowledge of learning theory, developmental psychology and personality theory? Similarly, is it possible to evaluate clinical teaching without taking into account the individual's knowledge of pedagogy, learning theory and curriculum?

Perhaps the simplest way of speaking about competencies would be the listing of some representative competencies that seem to cross all specialities and areas within PPS. This would include appraisal and diagnosis, interpersonal skills, group skills (be they counseling, teaching or leadership), evaluation, coordination and management, writing, consulting, referral and possibly testing. I would submit that a careful analysis of either the day-to-day work of any PPS specialist, or the job description or the expectation for a given PPS worker, would at some point reveal these eight to ten competencies. Granted, the emphasis within speciality might be quite different. Nonetheless, all of these competencies seem essential in carrying out the various tasks within PPS.

To return to my earlier point, I am suggesting that if all of these competencies were equitably distributed among PPS specialists, at an agreed upon minimal skill level, it would give the PPS administrator a much stronger and broader base upon which to plan interventions and collaborative teamwork. Currently, many decisions affecting student outcomes are solely based on what specialist—possessing what skills and with what available time—is best suited to pick up a given student. Likewise, many outcomes related to teachers, parents, PPS committee work and planning are limited by the time constraints and competencies of specific PPS workers.

What seems called for in these situations are more PPS generalists. Even though their education and training may have prepared them for a more narrow role, there is nothing to prevent specialists from assuming, when needed, a generalist's position. This certainly would give the PPS administrator more options in the assignment of tasks and added flexibility in deploying resources.

**Program Development**

A further advantage of widening the competency base across all PPS specialities would be the greater possibility of program development. As matters now stand, PPS is mired down in a mind set which continues to promote a service approach at the expense of well-organized and powerful programs. The service approach will continue so long as discrete PPS specialists are allowed to apportion singular skills to preordained populations in a time-honored fashion. In other words, until we break the prevailing cycle of PPS specialists passively waiting each year for a circumscribed group to utilize their "services," the service approach to students and

others will continue. By the same token, until such time as target populations are identified in advance, priorities of resources are established and intervention strategies carefully planned on a time expectancy chart, we will continue to bog down with a reactive service approach.

To restate this critical point, I am making a major distinction between the *services* and *programs* of PPS. This distinction identifies two components in a service approach. They are the individual skills and competencies of PPS workers and the functions or activities engaged in by PPS workers to achieve objectives. Collectively, the skills of PPS workers and the functions they perform are the services of PPS.

By contrast, a programmatic approach contains the essential ingredients of a service orientation, namely skills and functions, but does not view these as randomly dispensable commodities. Instead of a sole focus on problem situations or the daily need systems of consumers, a programmatic position organizes functions and skills according to short and long range objectives intended to deliberately and systematically influence students for achieveing PPS outcomes.

One final distinction between PPS services and programs lies in how they view the process of education. A service approach places the PPS worker largely outside the ongoing process of education, awaiting the time his/her skills will be necessary. This position accepts in advance the notion that PPS is a supportive function and would be hard pressed to defend its existence if school contained no problems or remediation concerns.

In contrast, PPS programs by virtue of containing identifiable elements to be intentionally imparted to students and others, must have a rationale for inclusion in the structure and organization of schools. In turn, this rationale calls for institutional accommodations because of the need for PPS time, space and staffing allocations. Finally, programs of PPS are tangible, visible, measurable and defensible. They exist in most of your school systems right now and range from pre-school screening programs to organized parent education groups to career education classes to speech and hearing clinics to early education projects to PPS orientation programs for new teachers to single parent groups to outreach efforts in the community. Collectively, PPS programs represent the harnessing of the skills and functions of PPS workers into a cohesive and powerful influence in schools.

**Staff Morale**

I have suggested that competency building among all PPS workers is the necessary foundation for any significant change in the status quo. I have further suggested that competency building must encompass more than just increasing isolated skills among distinct PPS speciality groups. The crux of the matter lies in identifying those major competencies indigenous to the work of all PPS specialists and seeing that these skills are bestowed on all at a minimal level of competency. When that point has been reached, or when the process has begun to bear fruit, we will have a PPS staff with greater versatility, vitality and purpose. No longer will the possession or absence of a skill determine PPS worker role or function. Instead, the thrust of PPS efforts would be on task accomplishment through conjoint program efforts.

Would staff morale be affected by such a competency building effort? Yes, by all means staff morale would be affected. Some PPS workers would be quite threatened, especially the already incompetent. In some cases, this thrust towards competency building, and exposure to the skills of others, might even cause some of your staff to complain and resign. Other staff members, while not threatened by the necessity to improve some skills and acquire others, might bewail the loss of their unique place in the PPS order. After all, they and their predecessors may have spent a long time in establishing a working routine that suits their needs quite well. Why upset this existing balance when it has worked so well for them?

Ultimately, the goals of all PPS workers need to be re-examined and a concerted effort toward competency building will do just this. However, I doubt that the bulk of PPS specialists would be demoralized if their competencies were vastly improved. Instead, I would guess that more competent individuals are more confident individuals. Further, the lowered birth rate and decrease in school-age children over the past few years has reduced the annual turnover rate of PPS staff. Add to this the bleak economic picture of today and we have a host of understimulated staff who cannot afford advanced degrees or more university training. Competency building, if conducted

properly, could prove a boon to these individuals in many ways and only enhance your position as PPS administrator.

### Biases in the Professional Education of PPS Specialists

If I have painted too glowing an account of competency building, I will temper it with a great deal of reality as we relate this endeavor to training and supervision. I would begin by acknowledging the tremendous diversity of individuals called PPS specialists. Forgetting for a moment the personal backgrounds, experiences, as well as obvious differences in sex, race, age and so on of these individuals, let us concentrate briefly on their professional education and how this relates to training and supervision.

In a broad sense, all PPS workers have been educated in the behavioral and/or social sciences. However, this education has tended to be in one or more smaller areas of concentration, especially in graduate education. This has meant that such PPS specialists as social workers have had larger doses of sociology and psychology while counselors have had much more education with some psychology and school psychologists have had more psychology. Collectively, PPS specialists represent a host of academic disciplines, but it is important to note that none have majors or are specialists in such areas as economics, political science, anthropology or sociology. It could be argued that much of what is transpiring in society at the present time is more related to these latter areas than in the subjects/disciplines our specialists have studied. If so, what does this portend for you?

A focus on the university education and preparation of PPS speciality areas is helpful because the seeds of some of the discontent among PPS workers can be traced to this process. In turn, an understanding of this phenomenon can help all of us in planning appropriate training and supervisory activities. For example, suppose you wished to set up a number of parent discussion groups focusing on the problems parents, especially single-family parents, face in raising small children. As the PPS administrator, you ask your school psychologists and social workers to plan and implement this program. They inform you they are too busy with back-logs of cases and feel this is a priority far outweighing your parent education groups. You, in turn, feel frustrated and disappointed because you view this as an area of primary prevention and equally important as work on individual cases.

One analysis of this situation might be what I term the "anti-educator" stance of some PPS specialists. Specialists of this ilk have been trained as a generic professional without regard to the particular setting where they are employed. They retain their professional identity in any environment by virtue of their skills and professional title. Usually they avoid affixing the word school in front of their professional title and prefer instead the word counselor, social worker, psychologist or speech therapist.

The "anti-educator" stance of these PPS professionals stems in large part from the mentality of the university professors who "educated" them. They were taught that they were psychologists, counselors, social workers and speech therapists first, and foremost, and only secondarily people who worked in schools and clinics. As a result, many of them failed to incorporate in their education knowledge of education and schools, much less understanding and commitment to the goals of education. Consequently, it is not surprising that many of them fail to conceptualize from an educational point of view or incorporate educational methodologies in their approaches to students, teachers and parents.

The other side of this coin is the strong educational background of many PPS specialists. However, this counterbalance is only just that, a counterbalance. It does not solve the problem presented by an elite corps within PPS affiliating predominately with disciplines and professional groups outside education. Parenthetically, the "educationalists" within PPS also present a problem in that their myopic vision of pedagogy may prevent them from recognizing and utilizing the behavioral sciences in their daily work.

### Interrelationship of Training and Supervision

In considering training and supervision as a means of competency building, it seems best not to use the terms training and supervision synonymously. Rather, training and preparation are sub-areas of supervision concerned with increasing staff conceptual and skill ability. They are therefore activities designed specifically to prepare someone in a skill or proficiency leading to success in practice.

Supervision, on the other hand, is not always concerned with staff training. For example, one element of supervision is evaluation. Clearly, when a supervisor is evaluating a staff member, training and preparation are not taking place. Supervision is therefore much more an activity designed to guarantee that certain PPS goals and outcomes are accomplished. Unlike training, supervision is not intended solely to improve staff skills and concepts; it is a means of ascertaining if the competencies of staff are effectively bringing about desired changes in the audiences they address (Aubrey, 1978).

Supervision has been termed the "reluctant profession" by Mosher and Purpel (1972). Much of this "reluctance" stems from the fact that supervisors must judge the performance of others. This is typically done by directly observing an individual engaged in a work activity or by examination of a product resulting from the use of certain skills and concepts. Mosher and Purpel also wisely caution us to look at outcomes, especially as they relate to student behavior. In other words, we might judge that a given PPS specialist has excellent skills and rate this person very high on the possession of these competencies. Nonetheless, if these skills are not being utilized in a fashion conducive to desired student outcomes, we are left with a skillful but ineffective PPS worker.

In an ideal sense, supervision serves both the PPS specialist and intended audience of the specialist. Supervision directed solely for the benefit of the PPS worker does an injustice to the students and programs served by the specialist. On the other hand, supervision aimed only at broad PPS outcomes is the worst form of accountability and relegates the PPS worker to a mechanical and automation existence. As a consequence, enlightened supervision should focus on both the improvement of the PPS specialist and the accomplishment of objectives benefiting students.

## Components of Training and Preparation Programs

In moving toward competency building programs that maximize the PPS resources at hand and attempt to diffuse competencies across all speciality areas, there are at least three major components:

1. Dissemination of knowledge, information and data.
2. Training in skills and techniques.
3. Program and teamwork building.

*Dissemination.* I would suggest that the first major component, the dissemination of knowledge and data, is the most neglected and most resisted area of the three I have mentioned. I say this because the imparting of knowledge and information to our staffs is the activity most reminiscent of earlier college and university teaching. It is not action-oriented nor does it always lend itself to immediate application. Furtner, few individuals are good at conducting this kind of in-service training. Nonetheless, this component is absolutely essential if PPS staffs are to keep abreast of important findings and establish some commonality of purpose.

Let me digress for a moment and illustrate the importance of this first component. Let me take a problem that can be found in many PPS operations and see how the dissemination of certain information might resolve that difficulty. The problem I will deal with is that of conflict arising when two or more PPS specialists disagree on either the diagnosis or treatment modality for a given student. For instance, a behaviorally-oriented PPS worker advocates behavior modification techniques for all referrals, regardless of presenting problem or diagnosis. This posture is antithetical to another PPS specialist who similarly views any and all students from a humanistic framework. Obviously, this situation could be made even more complex if we threw in other diagnostic and intervention models used by our staff members. In actuality, this is usually the case and like the tip of the iceberg, we rarely glimpse the sub-surface action.

To return to our example, let us suppose that we set up a workshop to resolve this problem. Our goal would not be to convince the behaviorist to turn humanist or vice versa. Instead, the purpose of the workshop would be twofold. First, to create an environment where differing diagnostic and treatment modes could be discussed. Second, to impart to the participants a model allowing them to discuss their differences in a manner conducive to the resolution of problems and the growth and development of the participants.

In conducting this workshop, the leader would begin by taking all of the appropriate steps to create an open atmosphere. Assuming the leader

has been successful on this endeavor, let us proceed with the information aspect. The leader at this point would inform the group that historically there has been repeated conflict among competing schools of psychology. This conflict is also evident in the daily work practices of PPS specialists where some PPS workers or speciality areas rigidly adhere to only one model of diagnosis and intervention.

The leader would then present a model developed by psychologist Clifford Swensen (1974, 1975) of Purdue University. This model is actually a single, general paradigm, integrating all fields of psychology and transcending the old three-section division of psychology into psychoanalysis, behaviorism and humanistic psychology.

Swensen's paradigm has developed out of research ranging across the broad realm of psychology, from the behavioristic and experimental to the phenomenological and clinical. This paradigm centers around the study of cognitive processes and research that outlines the course of cognitive development. Swensen's model rests heavily on Jane Loevinger's (1976) theory of ego development and suggests that at each stage on Loevinger's scale there is a preferred method of intervention. Lower stage interventions would be highly behavioral in nature whereas middle stage interventions would call more for reality therapy and rational emotive practices and higher stages would call for more of the existential or dynamic intervention modes.

In presenting Swensen's paradigm, I would also have to acquaint the group with Loevinger's theory. This combined effort might take two short workshops. However, recall that my purpose would not be to convince the participants to renounce their current beliefs and practices. Rather, my purpose was one of providing a model in which all points of view could converge in order to resolve ideological problems and bring about growth in the participants.

I would like to repeat that too frequently the dissemination of knowledge and information is ignored in our training efforts or left to the circulation of reprints and articles. In some instances this may be fine, but it is grossly inadequate in presenting to staffs many new and important advancements that call for sustained dialogue and a constructive confrontation of points of view.

*Skills and techniques.* The second major component in competency building programs is skill training. Unlike the dissemination of knowledge, training in new skills and techniques is usually welcomed by PPS specialists. Skill acquisition is programmatic, immediate and frequently mastered in a relatively short period of time.

The attractiveness of skill training is offset by its narrow technological and mechanical perspective. Often, skill training is totally divorced from theory and research. Practitioners are asked to adopt new practices because they are quicker, easier, newer, more attractive and enjoyable. This bandwagon effect encourages faddism while at the same time discouraging the close and careful scrutiny any new practice should receive.

Skill training among PPS staffs should be as exclusively an in-house activity as possible. Highly skilled PPS workers can easily be identified by peers and supervisors and encouraged by you to conduct workshops in specific skill areas. This will raise the morale of the person conducting the workshop and demonstrate to peers that a great deal of talent lies within their own school system. Further, it could lead to workshops engulfing an audience of teachers as well. Finally, in-house workshops do not require the expense and inconvenience of outside experts and consultants.

Although skill training is vital in increasing the effectiveness of individual staff members within their speciality area, I would repeat my earlier comment that skill training is also critical in creating more generic PPS workers. So long as we allow single-skilled or narrowly-confined PPS specialists to flourish, we will be just that far behind in program development and service delivery to the constituents we serve. It is simply too great a luxury to be trained in either a narrow band of competencies or too restrictive a discipline.

*Programs and teamwork.* The final component in competency building is program development and staff teamwork. I am sure it is apparent that I feel that the single best way of accomplishing these ends is through a greater dispersion of knowledge and skills among all PPS specialists. In point of fact, I cannot imagine a strong PPS department that would not contain these elements. However, I also cannot imagine a PPS department moving into program development and teamwork without first making sure that as many PPS workers as possible were knowledgeable and highly skilled at the outset. Without these prior competencies, the necessary and sufficient condi-

tions for staff teamwork, program development and effective delivery systems will not have been met and results will be mediocre at best. However, if these conditions are met, PPS departments stand an excellent chance of developing powerful and innovative programs that would aid our current audiences immeasurably while at the same time maximizing the potential of our staff members. Such a goal may be unattainable, but I would suggest it is a goal worth trying.

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## Check Your Calendar

May 12-14, 1980 — **Annual Spring Conference**
Wisconsin Association on Alcohol and Other Drug Abuse
Holiday Inn
Stevens Point

Theme: "Youth: Alcohol and Drugs"

Conference Coordinator:
Sharon Lennert
WAAODA
333 West Mifflin
Madison 53703
608/257-7970

June 22-25 — **National Elementary Guidance Conference**
Iowa State University
Ames, Iowa

Program Coordinator:
Dr. Crystal M. Yaryan
Heartland Education Agency
1932 Southwest Third Street
Ankeny, Iowa 50021

October 8-10 — **Annual Conference**
North Central Association for Counselor Education and Supervision
Lafayette, Indiana

October 23-24 — **Annual Conference**
Wisconsin Personnel and Guidance Association
Red Carpet Expo Center
Milwaukee

Conference Coordinator:
Ms. Dotti Jacobs
6241 Charing Cross Lane
Middleton
608/266-9311 (o)
608/238-7307 (h)

February 19-20, 1981 — **Annual Conference**
Wisconsin School Counselor Association
Holiday Inn
Stevens Point

Conference Coordinator:
Mike Valentyn
Freedom Area Public Schools
414/788-3595

April 12-15 — **Annual Convention**
American Personnel and Guidance Association
St. Louis, Missouri

# Providing Parent Education Programs Through School and Community Cooperation

**Ilene Doty** and **James R. Jacobs**

*The Eau Claire Area Schools received ESEA, Title IV-C funding during the 1978-79 school year to implement a special project in parent education. The project was an endeavor by the school district to expand their parenting programs by training persons from the community to become facilitators of parent study groups.*

*Prior to the 1978-79 school year, parent education classes utilizing the STEP (Systematic Training for Effective Parenting) materials were conducted by the elementary school counselors, psychologists and social workers. More facilitators were needed when the waiting list of persons wishing to enroll kept growing. The way to meet this need was to utilize community resources. This project was modeled after a similar effort undertaken by the Derry Cooperative Public Schools in Derry, New Hampshire.*

The Eau Claire project was named "Insights into Parenting" and consisted of five major components: (a) Public Relations, (b) Maintaining a Parent Education Resource Center, (c) TIP (Train for Insights into Parenting) Workshops, (d) Parents Education Classes and Programs, and (e) Evaluation of the Project.

## Public Relations

In order to effectively inform the schools and the community about the project, two brochures were developed. One brochure called, "Train for Insights Into Parenting," described the training program for those interested in becoming facilitators of parent study groups. The second brochure, "Insights into Parenting," described the programs that were available to all parents.

The media was used extensively. Seven radio shows, four television shows, plus several newspaper articles helped to make the community aware of the school-community program.

Another important aspect in the public relations area was to contact social service agencies, clergy associations, pre-school and day care directors, hospitals and medical personnel, service organizations, women's groups, PTA's and others having an interest in parent education. A number of community programs on parenting were shared by project staff as a means of introducing the project.

## Parent Education Resource Center

Throughout the year, several materials related to parenting and how to facilitate parent study groups were purchased and housed in the Parent Education Resource Center. These materials were made available to both school and community persons who were facilitating parenting groups.

## TIP (Train for Insights into Parenting) Workshops

Prior to scheduling the training workshops, a *TIP Facilitator's Guide* was developed by the project director.

During the school year, three workshops were held to train persons interested in becoming facilitators of parent study groups. The workshop program focused on: Understanding the Facilitator's Role, Understanding Human Behavior, Understanding Parenting Styles, Listening Skills, Leadership Skills, Handling Problems Encountered in Study Groups and Overview of Parent Education Materials, a Personal Evaluation of Leadership Skills, a Plan for Action, and an Evaluation of the TIP Workshop.

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**Ms. Doty** is Elementary School Counselor and served as Project Director of TIP and **Dr. Jacobs** is Director of Pupil Services, Eau Claire, Wisconsin Area Public Schools.

One hundred and six people attended the three workshops. Approximately eighty-four percent of the participants were persons with degrees or professional experience related to working with children or families. The other sixteen percent were persons interested in parent education and wanted to consider facilitating a group. At the conclusion of the workshop, 69% were ready to facilitate or co-facilitate groups, 10% felt they needed more leadership skills and 17% chose not to be involved at this time. It was suggested to 4% that they not facilitate a parent study group.

All persons attending the workshop rated it as a very positive training experience and one that they would recommend to others.

Several follow-up meetings were held after each workshop for those wishing more help with specific parenting materials or leadership skills. The project was available to assist all facilitators and co-facilitators while their groups were in session, should the need arise to consult them.

**Parent Education Classes and Program**

Throughout the 1978-79 school year, thirty-one Parent Education Classes were held. Study groups varied in length from 7 to 9 weeks depending on the material used. Each class session was approximately 2 hours in length. Three hundred and ninety-eight parents were registered in the classes plus another 160 people attended a one-evening program called, "Getting in Touch: A Workshop for Parents of Adolescents."

In addition to the thirty-one parent study groups, 29 single-event programs were held related to parent education.

Registration for most of the classes was coordinated by the project director. This method made it possible for parents to choose a location and dates most convenient for them. It also allowed parents to attend a class away from their neighborhood if they wished more privacy in discussing their parenting concerns.

Most of the parent study groups used the STEP (Systematic Training for Effective Parenting) materials from American Guidance Services. It was felt, however, that some additional classes were necessary. Consequently, such groups as, "Managing Stress for Moms"; "Building Blocks: A Parenting Class for Teenage Parents"; "Fatherhood"; and "Managing Behavior" (a class focusing on behavior modification techniques) were organized. The length of each class varied depending on the materials used and the objectives of the class.

**Evaluation of the Project**

Evaluation of the project was through observation by the project director and the Director of Pupil Services and from comments shared by facilitators, parents and community persons.

Each facilitator and co-facilitator was contacted regularly and most study groups were visited by the project director to determine group effectiveness.

Parents participating in the study group were asked during the first session to state their needs and expectations in writing. Facilitators reviewed these expectations to see if they were realistic and then assisted parents in meeting their goals. At the conclusion of the study group, parents completed a "Parent Study Group Evaluation."

Results of the evaluations showed that participants felt the parent study groups would be very helpful in improving parenting skills. Also, parents were eager to recommend the classes to friends and relatives. Another outcome of the evaluations showed that parents were interested in future classes to continue improving their parenting skills.

**Comments and Conclusion**

The community interest in the project demonstrated that there is overwhelming interest in

and support for parent education. Parents continue to call to ask to be enrolled in the study groups and professionals refer parents to the classes. The project has brought the school and community together to carry out an important prevention program.

Although the Eau Claire elementary school counselors continue to facilitate parenting groups in their attendance areas, the Eau Claire County Guidance Clinic has assumed the responsibility of the project for developing the parent education program on a county-wide basis.

Additional information may be obtained by contacting the authors.

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## Career Decision-Making Program

Understanding yourself — your likes, dislikes, abilities — in relation to the world of work is an important factor for successful job performance. The Appalachia Educational Laboratory's Career Decision-Making Program makes it possible for an individual to engage in self-exploration and then link this information to career exploration and decision-making. The program, developed and field tested under funding from the National Institute of Education, consists of an Exploring Career Decision-Making (ECD-M) course and a unique Career Information System.

### Exploring Career Decision-Making (ECD-M)

ECD-M can be taught as a semester course or activities can be selected and presented in a six to nine week time period. The course consists of 15 self-contained units and are in textbook form. ECD-M presents 42 career development concepts through 99 activities including role playing, discussion, pencil and paper and hands-on experiences. Color sound filmstrips are used to present the concepts for each unit and to show how others deal with career development.

The student text is accompanied by an activity booklet containing charts and checklists used with textbook activities. The booklet also serves as a record keeping device for the student's developing interests, abilities, values and goals.

A teacher's edition of the ECD-M text contains the complete student text and instructions for the teacher. It also contains optional activities for expanding each unit. The course has been successfully taught by both counselors and teachers without in-service training.

### Career Information System (CIS)

The Career Information System serves as an organization and management system for all types of career information resources. Its structure is based upon the Department of Labor's *Guide for Occupational Exploration*, a supplement to the Fourth Edition *Dictionary of Occupational Titles*. Career information in the form of print, audiovisual, and community resources are processed into the system using the 12 Career Areas and 66 Worker Trait Groups. This structure gives students easy access into the System and helps them explore occupations based upon what they know about their interests, abilities and temperaments.

The CIS provides materials to develop a basic system to access occupational information by Worker Trait Groups or by occupational title. Full instructions on how to set up and maintain the system are included in the CIS Professional Manual.

Materials have been developed for use in identifying personal characteristics such as interests, temperaments, aptitudes and favorite school subjects. These access variables can be used independently or as part of a six to nine week unit in career exploration. The access variables are used to help individuals explore Worker Trait Groups related to their personal characteristics and to become aware of all the occupations related to a particular field in which they have identified an interest.

The Worker Trait Group Guide, an educational version of the Department of Labor's DOT Supplement, *Guide for Occupational Exploration*, is used to describe the Worker Trait Groups and identify those occupations which offer significant employment opportunities nationally. The Worker Trait Group Guide is written in a language and format suitable for use with junior and senior high school students.

### Summary

The Career Decision-Making Program concerns itself with helping students learn not *what* to choose, but *how* to choose, because growth and change must be allowed for in the individual as well as in the world of work.

The Career Decision-Making Program will help students:

1. Identify career activities, values, and goals and recognize that a career is one means of moving toward life goals.
2. Use self and occupational exploration in shaping careers.

(Continued on page 89)

# Continuing Education Needs of Wisconsin School Counselors

**Patricia L. Wolleat and Josiah S. Dilley**

*Over 1000 Wisconsin school counselors were surveyed to ascertain their preferences for continuing education topics and formats and their perceptions of obstacles to participating in such activities. Counselors' preferences appear to be related to current societal trends and problems. Age, sex, amount of experience, and level of assignment appear to mediate preferences for topics. Workshops and short-term institutes and seminars are the most desired formats for delivery of continuing education experiences. Several suggestions for stimulating school counselors' participation in continuing education are offered.*

The traditional pattern of school counselor preparation has been on-campus programs of fixed duration culminating in certification and often a graduate degree. Such training, calculated to give teachers and others enough skills to begin functioning as counselors, was appropriate in days when there was great need to get large numbers of counselors into the schools quickly. Times have changed. Social conditions have changed.

Counselors whose only training took place in the Fifties and Sixties were perhaps even then only marginally prepared to begin work as professionals. Certainly they were insufficiently prepared by today's standards. First of all, most of that training was done in one-year programs and is deficient when compared to current professional standards of preparation (American Personnel and Guidance Association, 1979).

Secondly, in counselor education programs of the Fifties and Sixties much of the preparation was conducted by instructors who had not, as high school students, had personal contact with school counselors and who had minimal, if any, actual school counseling experience. Thus, the training tended to be based on theoretical assumptions rather than on experience, with the result that training was not sufficiently relevant to the actual work of the counselor (Hays, 1977; Mussleman, 1976).

Third, there is evidence that gains achieved during training tend to dissipate over time. That is, the benefits of training tend to decline in the years following. In most studies of counselor preparation, scores on criterion measures revert to pre-training levels once counselors are in the field (Blocher & Wolleat, 1972).

Finally, there is evidence of great change in legislation related to education, family structures, women's roles and the impact of technology. Such changes inevitably make new and different demands on counselors.

In summary, the traditional preparation of school counselors has been too esoteric, training effects have diminished, and times have changed. Assuming that continuing education is needed, the following questions remain: "What kinds of contiuing education are needed?" "How can such education be delivered?" "How can counselors be encouraged to participate?" The purpose of this study was to obtain data to answer these questions.

## Method

The School Counselor Professional Development Survey (SCPDS) was mailed in April, 1977, to all certified school counselors (N=1528) in the state of Wisconsin. Over two-thirds of the counselors (N=1008) returned the survey. The survey covered a variety of topics and issues such as personal and school characteristics, past participation in professional development activities, and factors which enter into decision-making about continuing education. A portion of the survey asked counselors to "circle the topics" in which they believed additional training would be useful to them in their work. The list of 117 top-

**Dr. Wolleat is Associate Professor of Counseling and Guidance and Dr. Dilley is Professor of Counseling and Guidance, University of Wisconsin-Madison.**

ics was composed of items taken from the *Counselor Wants Assessment Survey* (Prediger, 1976), the *Survey of Iowa School Counselors' Continuing Education Needs* (Engen, 1977), and additional suggestions from a SCPDS advisory committee composed of school counselors, counselor educators and state guidance consultants.

Besides noting the topics of interest to them, the counselors surveyed were also asked to rank the *six* "most useful" topics and to indicate the instructional format they believed to be most appropriate for presenting each. The formats listed were regular college or university credit courses, extension classes, short-term workshops, institutes or seminars, conferences, on-site in-service workshops, independent study, and discussion with counselors who have had experience with the area.

Counselors were also asked to indicate reasons why they might not take advantage of training opportunities of interest to them. To identify sub-groups within the total group, respondents were also asked to supply demographic information.

A visual scanning will show that the topics in which most counselors expressed an interest were also those they considered to be the most useful.

*Subject differences in preferences for topics.* Chi square contingency analyses were performed on the 10 topics ranked as "most useful," and each of the five demographic variables: (a) sex, (b) age, (c) number of years of teaching experience before becoming a counselor, (d) number of years experience as a counselor, and (e) level of current counseling position. These analyses showed several relationships between preferences for topics and personal characteristics. Since these relationships may assist in determining specific audiences for continuing education experiences, all $X^2$ values significant at a .10 level or less are summarized below:

## Results

*Preferred topics.* The topics checked by the respondents were assembled into frequency distributions and rank-ordered by the investigators. Frequencies of the top ten topics ranged from 396 to 486. Thus there appeared to be no single overwhelming preference, but rather several topics in which at least one-third of the respondents expressed an interest. The topics with the highest frequency of choice and those ranked as being most useful by the counselors appear in Table 1.

**Table 1**
Ten Highest Rankings of Most Useful and Most Frequently Endorsed Topics

| Most Useful | Topic | Most Frequently Endorsed |
|---|---|---|
| 1 | Service for dropouts and potential dropouts | 2 |
| 2 | Small group counseling | 5 |
| 3 | Evaluation of counseling effectiveness | 1 |
| 4 | Drug abuse and alcoholism counseling | 8 |
| 5 | Approaches for students with learning disabilities | 3 |
| 6 | Disciplinary/attendance problems | — |
| 7 | Counseling students from single parent families | 10 |
| 8 | Legal concerns in counseling and guidance | 7 |
| 9 | Parent effectiveness training | — |
| 10 | Planning a comprehensive career development program | 6 |
| — | Guidance needs of students/staff | 4 |
| — | Legal concerns | 9 |

Topic 1. SERVICES FOR DROPOUTS AND POTENTIAL DROPOUTS. Counselors over 30 years of age expressed more interest than counselors under 30.

Topic 2. SMALL GROUP COUNSELING. Males expressed greater interest than females; counselors with more than six years of teaching experience expressed more interest than counselors with fewer years of teaching experience.

Topic 3. EVALUATION OF COUNSELING EFFECTIVENESS. There were no within group differences.

Topic 4. DRUG ABUSE AND ALCOHOLISM COUNSELING. High school counselors expressed more interest than middle school counselors and middle school counselors expressed more interest than elementary school counselors.

Topic 5. APPROACHES FOR STUDENTS WITH LEARNING DISABILITIES. Elementary school counselors expressed more interest than did middle school or high school counselors.

Topic 6. DISCIPLINARY/ATTENDANCE PROBLEMS. There were no within group differences.

Topic 7. COUNSELING STUDENTS FROM SINGLE PARENT HOMES. Males expressed more interest than females. Counselors with no teaching experience and counselors with little counseling experience expressed more interest than did counselors with teaching experience and counselors with high levels of counseling experience. Elementary school counselors expressed more interest than did middle school counselors. Middle school counselors expressed more interest than did high school counselors.

Topic 8. LEGAL CONCERNS. Counselors with more than six years of teaching experience expressed more interest than did counselors with little or no prior teaching experience.

Topic 9. PARENT EFFECTIVENESS TRAINING. Counselors under 30, counselors with no teaching experience and counselors with little counseling experience expressed more interest than did older counselors, counselors with teaching experience and counselors with much counseling experience. Elementary school counselors expressed more interest than middle school or high school counselors.

Topic 10. PLANNING A COMPREHENSIVE CAREER DEVELOPMENT PROGRAM. Males expressed more interest than females. High school counselors expressed more interest than did middle school or elementary school counselors.

*Preferred methods of delivery of topics.* Short-term workshops, institutes or seminars were the most frequently checked methods for nine out of ten topics listed in Column 1 of Table 1. The exception was Topic 8, *Legal Concerns in Counseling and Guidance,* for which "regular college or university credit courses" was the most frequently checked method. "On-site in-service workshops" and "regular college or university credit courses" were the second most frequently endorsed methods.

*Reasons for non-participation.* Heading the list of perceived obstacles to participation in continuing education activities of interest were (a) time—not being able to get released time during school hours (60%) and not wanting to give up evenings or weekends (46%); and (b) money—requiring too much personal expense (50%). Having too much to do on the job was checked by only 33% of the respondents and having to attend an activity alone was endorsed by only 10%. Apparently time and money are more critical obstacles to participation than distance, interest, job demands, and going alone.

Several within group differences in obstacles to participation emerged on the dimensions of sex, age, years of experience, and level of position. Significantly higher percentages of males than females cited money, distance and insufficient interest as deterrents to participation. A larger percentage of female respondents indicated inability to get released time and having to go alone as obstacles to participation. There were no sex differences on "having too much to do on the job," or "giving up time on evenings and weekends."

With increasing age and years of experience, money and insufficient interest were checked less and less frequently. Not wanting to take time on weekends and evenings were endorsed most frequently by the middle age groups (31 to 40 and 41 to 50 years of age).

A smaller percentage of high school counselors than elementary or middle school counselors reported money as a deterrent to participation. Secondary school respondents were underrepresented in the group who checked "having to attend an activity alone."

Counselor isolation appears to be related to reasons for not attending professional development activities. Of the 90 respondents who checked "not wanting to go alone," 40% were the only counselor in their respective buildings.

## Conclusions and Implications

Several implications can be formulated from these findings. First, many of the topics perceived by the 1,000 plus counselors to be most useful appear to be related to contemporary social problems or legislative mandates. Certainly, increasing numbers of dropouts and attendance declines, increased use of drugs and alcohol by adolescents and pre-adolescents, and increased numbers of students from single-parent homes are all widely publicized social trends of the seventies. School counselors apparently recognize both their need for and lack of skills to deal appropriately with these problems.

The federal government's support for career education (P.L. 95-207) the Family Educational Rights and Privacy Act, (P.L. 93-380) and special education legislation (P.L. 94-142) mandating for all handicapped students a free appropriate public education have, no doubt, created new roles for school counselors. The endorsement of

Topic 10, *Planning a Comprehensive Career Development Program*, Topic 8, *Legal Concerns*, and Topic 5, *Approaches for Students with Learning Disabilities*, undoubtedly reflect a response to these new mandates.

A second implication which might be drawn from the survey findings is that the topics have differential appeal to various sub-groups of counselors. Sex, age, amount of experience as a counselor and as a teacher, and level of job assignment all influence counselor preferences for continuing education topics.

Apparently these demographic characteristics represent meaningful categories of patterns of past experience and anticipation of future needs. Level of assignment, for example, appears to be related to preference in light of problems specific to various ages of children and youth (e.g., high school counselors would like training in substance abuse—a problem more prevalent in the secondary schools) or counselor role and function (e.g., elementary counselors would like more training related to family intervention).

The preference for the topic of group counseling was strongest among those with more years of experience. Presumably, this is a topic which has only recently found its way into preservice graduate programs in counseling and guidance.

Planners of continuing education experiences may wish to note these within-group differences so that they may more specifically target their offerings. There are a number of other ways that the continuing education of school counselors can be encouraged. One is increasing state certification requirements. Another is increasing incentives (probably at the local level) for counselor participation. Such incentives might involve released time and/or reimbursed expenses. A third way is to make continuing education offerings more attractive by offering topics counselors say they want, using methods and at times and places they prefer.

The information gained from the professional development survey can be used by organizations who plan on meeting the continuing education problem in this manner. A list of topics endorsed by over a third of the 1,000 counselors responding to the survey is provided in Table 1. Choosing almost any one of them should guarantee an interested group of possible participants. Planners might further note that short-term workshops were preferred over regular university courses; on-site in-service workshops were also a preferred method of delivery. Astute planners can combine these much in the manner of the extern program (Lundquist, Bergland & Marzano, 1977). In such planning it might also be wise to include school counselor practitioners as presenters or co-leaders. In an earlier survey (Dilley & Wolleat, 1976), counselors indicated they would like to talk with other practicing counselors who had experience with a topic of interest.

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# Differences in Verbal Responses of Male and Female Counselors-in-Training to Female Clients

**Jerry L. Davis and Stephen Joel Gill**

*The verbal response behaviors of counselors-in-training to coached female clients were examined to determine if male counselors behave differently than female counselors. Counselors held initial counseling sessions with clients trained to present sex-stereotypic concerns. Counselor verbal responses were analyzed using a revision of the Bales System of Interaction Process Analysis. Male counselors did not differ significantly from female counselors for 13 of 14 response categories. The study did not support the notion that sex-role attitudes are manifested in the verbal response behavior of counselors-in-training in an initial counseling session.*

Increasing attention has been devoted to determing the extent of stereotyping by sex in our society. Those in the helping professions have been particularly concerned about what appears to be different characteristics attributed to males and females (Broverman, Broverman, Clarkson, Rosenkrantz & Vogel, 1970; Maslin & Davis, 1975). Due, in part, to such research findings, there are those who advocate the practice of matching sex of counselor with sex of client (Chesler, 1972; Howard, Orlinsky & Hill, 1970).

Process studies of sex bias and sex-role stereotyping during counseling sessions, however, are lacking (American Psychological Association, 1975). Although it could be argued that sex-role stereotypes are of little importance as long as the counselor is aware of them and does not impose them upon the client, the weight of evidence regarding the persuasive effects of interpersonal expectations toward conformity seems to counter such a disclaimer (Frank, 1973; Rosenthal, 1966).

Two recent investigations (Hill, 1975; Hill, Tanney & Leonard, 1977) were designed to examine the behavioral effects of sex of counselor and client. These studies provide preliminary evidence to support the notion that counselors do have difficulty being as emphathetic with opposite-sex clients as compared to same-sex clients.

There is a need, therefore, to conduct research focusing on counselor behaviors as manifestations of attitudes and the possible effects of behaviors upon clients. If restrictive efforts were to be found, procedures for changing attitudes and behaviors would need to be developed and incorporated into programs preparing those planning to enter the helping professions. This study was planned to determine if the verbal response behaviors of male and female counselors-in-training would differ when responding to female clients who were trained to present sex-stereotypic concerns.

## Method

*Subjects.* Sixteen counselors-in-training (8 males and 8 females) participated in the study. All had completed a minimum of 30 semester hours of graduate study in counseling and were enrolled in a supervised practicum seminar at a large midwestern university. The counselors-in-training had not had a course on sex fairness in counseling.

Ten females enrolled in an introductory counseling course volunteered to be trained to present specific concerns to the counselors. The "client-

**Dr. Davis** is Professor, Department of Educational Psychology, University of Wisconsin-Milwaukee and **Dr. Gill** is Assistant Professor, Guidance and Counseling Program, University of Michigan, Ann Arbor.

actors" were not acquainted with any of the counselors-in-training.

*Instrument.* The counselors' verbal responses were recorded on audio tapes and classified through the use of a revision of the Bales (1950) System of Interaction Process Analysis. The revision contains the 14 categories found to be appropriate by previous researchers (Gamsky & Farwell, 1966) for quantifying the audiotaped verbal responses of counselors. The categories appear in Table 1.

**Procedures**

The roles selected for the clients were developed around two scripts, each of which contained statements reflecting certain attitudes determined to be sex-stereotypic in a previous study (Maslin & Davis, 1975). Script 1 was entitled, "Changing Life Style." A sheet containing the following information was provided to five female clients selected randomly:

> The following statements represent the content of remarks that you should make during your counseling interviews. By reading these statements you will get an understanding of the role you are to play. These statements do not need to be stated verbatim, nor do they have to be brought into the interview in the order presented here. Say them in a manner that makes sense to you and in a way that makes them appropriate to each session.
>
> *I came to you because I can't decide what I should do. I have been unhappy at this school so I applied to a school in the East. A couple of days ago I heard that I was accepted. Now I don't know if I should transfer or not.*
>
> *My parents don't like the idea very much. They said that they will help me move and help with the tuition and expenses, but I know that they are very unhappy about me leaving home now.*
>
> *I have never lived away from home. It will be a big change for me and my family.*
>
> *I don't know anyone at the college.*
>
> *A friend is thinking of transferring there, also. Maybe I could live with him. Otherwise I will probably live alone.*
>
> *Another problem is that my parents could not give me all of the money that I will need to support myself.*
>
> *Trying to make new friends could really be a problem for me. I've never been in a situation before where I didn't know anyone.*
>
> *Do you think I will be able to handle all of these changes in my life? I don't know if I'm really being objective about deciding what to do.*

The remaining five female clients were provided with Script 2 entitled, "Expressing Emotions." This script was explained on a sheet as follows:

> The following statements represent the content of remarks that you should make during your counseling interviews. By reading these statements you will get an understanding of the role you are to play. These statements do not need to be stated verbatim, nor do they have to be brought into the interview in the order presented here. Say them in a manner that makes sense to you and in a way that makes them appropriate to each session.
>
> *I have been getting very upset with myself lately and I don't know what to do about it.*
>
> *I don't seem to be able to express myself well to other people.*
>
> *My boss asked me to take some books to his friend's house. That's not my job. I was very angry with him but I did the errand anyway. I wanted to tell him how inconsiderate he was but I didn't say anything.*
>
> *My best friend went away to school last week. I felt very sad about her leaving, but I'm sure she doesn't know that.*
>
> *I was seeing her off at the airport. All of a sudden she started crying and threw her arms around me. I couldn't respond. I just froze up which I think really startled her.*
>
> *I felt like hugging my friend before she left, but I didn't think I should do that.*
>
> *What do you think I should have done?*
>
> *I can never get myself to join in class discussions or answer an instructor's question. I think that I have something to say but it is always too late by the time I raise my hand.*
>
> *I let myself get taken advantage of by other people all the time.*

The clients were trained during two, three-hour sessions to present one of the scripts described above. During the first training session, the authors held initial role-playing sessions designed to help clients practice the presentation of their "problems" to counselors. The second training session was devoted entirely to rehearsing the scripts. This time, however, the authors engaged in the role playing sessions to help the

clients become aware of some possible responses that might be used by counselors. This was intended to prepare them for some of the different styles their counselors might employ to help them with their concerns. The clients learned to take their time and to think about the main theme of their script prior to responding.

Clients were randomly assigned to the counselors. Since there were more counselors than clients, some clients were assigned to meet with several counselors at different times.

Each counselor had two 30-minute interviews, one with a client presenting Script 1 and one with a client presenting Script 2. Thus, there were a total of 32 interviews which were recorded on audiotapes. First, one-half of the male counselors and one-half of the female counselors met with clients presenting Script 1 while the other counselors met with clients presenting Script 2. After a ten minute break, counselors met with clients presenting the other script. This procedure was employed to control for any ordering effect that might be due, in part, to the kinds of concerns the clients were presenting to counselors.

**Table 1**

**Frequencies and Percentages of Counselor Responses by Sex of Counselors and Presented Scripts of Clients**

| | Male (N=16) | | | | | | Female (N=16) | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Script 1 (N=8) | | Script 2 (N=8) | | Total | | Script 1 (N=8) | | Script 2 (N=8) | | Total | | All | |
| Response | f | % | f | % | f | % | f | % | f | % | f | % | f | % |
| 1. Gives Reassurance | 17 | 1.71 | 10 | 1.20 | 27 | 1.48 | 17 | 1.49 | 25 | 2.43 | 42 | 1.94 | 69 | 1.73 |
| 2. Shows Approval | 6 | 0.60 | 5 | 0.60 | 11 | 0.60 | 8 | 0.70 | 3 | 0.29 | 11 | 0.51 | 22 | 0.55 |
| 3. Shows Tension Release | 16 | 1.60 | 9 | 1.08 | 25 | 1.37 | 18 | 1.58 | 23 | 2.24 | 41 | 1.89 | 66 | 1.65 |
| 4. Agrees, Understands | 401 | 40.22 | 414 | 49.76 | 815 | 44.56 | 467 | 41.00 | 478 | 46.45 | 945 | 43.59 | 1760 | 44.03 |
| 5. Gives Suggestions | 37 | 3.71 | 33 | 3.97 | 70 | 3.83 | 42 | 3.69 | 46 | 4.47 | 88 | 4.06 | 158 | 3.95 |
| 6. Gives Interpretation | 194 | 19.46 | 164 | 19.71 | 358 | 19.57 | 242 | 21.25 | 229 | 22.25 | 471 | 21.73 | 829 | 20.74 |
| 7. Reflects | 56 | 5.62 | 23 | 2.76 | 79 | 4.32 | 71 | 6.23 | 46 | 4.47 | 117 | 5.40 | 196 | 4.90 |
| 8. Gives Information | 8 | 0.80 | 3 | 0.36 | 11 | 0.60 | 10 | 0.88 | 8 | 0.78 | 18 | 0.83 | 29 | 0.73 |
| 9. Asks for Information | 54 | 5.42 | 19 | 2.28 | 73 | 3.99 | 49 | 4.30 | 10 | 0.97 | 59 | 2.72 | 132 | 3.30 |
| 10. Asks for Elaboration | 158 | 15.85 | 124 | 14.90 | 282 | 15.42 | 209 | 18.35 | 156 | 15.16 | 365 | 16.84 | 647 | 16.19 |
| 11. Disagrees, Misunderstands | 14 | 1.40 | 6 | 0.72 | 20 | 1.09 | 4 | 0.35 | 3 | 0.29 | 7 | 0.32 | 27 | 0.68 |
| 12. Avoids, Shows Tension | 19 | 1.91 | 9 | 1.08 | 28 | 1.53 | 2 | 0.18 | 2 | 0.19 | 4 | 0.18 | 32 | 0.80 |
| 13. Shows Disapproval | 2 | 0.20 | 0 | 0.00 | 2 | 0.11 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 2 | 0.05 |
| 14. Shows Antagonism | 15 | 1.50 | 13 | 1.56 | 28 | 1.53 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 28 | 0.70 |
| TOTAL | 997 | 100.00 | 832 | 100.00 | 1829 | 100.00 | 1139 | 100.00 | 1029 | 100.00 | 2168 | 100.00 | 3997 | 100.00 |

The topic of Script 1 was "Changing Lifestyle."
The topic of Script 2 was "Expressing Emotions."

Instructions given to counselors prior to the interviews were designed to make the sessions appear authentic. They were told that the clients volunteered to help in a study to shed some light on the dynamics of the initial interview. Counselors were also encouraged to use their own preferred techniques to help the clients. Counselors were not trained to respond according to any one theoretical orientation.

The verbal responses of the counselors were categorized by two trained raters, one male and one female, who were not aware of the purpose of the study. The raters were involved in 10 hours of individual and group training. An interjudge mean correlation of .92 was obtained during the last training session. The tapes were randomly assigned to the two raters in a manner that assured that each rater had eight tapes recorded by male counselors and eight tapes recorded by female counselors. The raters were then instructed to assign every verbal response that the counselors made during each session to one of the 14 categories. No attempt was made to examine the content of counselor responses.

## Results

The 14 category breakdown of counselor response frequencies shown in Table 1 indicates that male counselors and female counselors were similar in their pattern of responding. Both groups responded to their clients most often with statements that expressed: agreement, understanding, or acceptance of clients' remarks (category 4); an interpretation of what client said (category 6); or a request for elaboration of clients' statements or feelings (category 10). These three response categories comprised 79.55% of all responses made by male counselors and 82.16% of all responses made by female counselors. The only response categories that were exceptions to this similarity of responding by sex were categories 11, 12, and 14. Analysis of variance of counselor responses for all 14 categories (see Table 2) indicated that category 12, "Avoids, Shows Tension," was the only category that showed a significant difference due to sex (.01 level of probability). Male counselors made significantly more responses expressing tension or avoidance of the content or feelings of their female clients' remarks than did female clients.

Differences by sex of counselor within category 11, "Disagrees, Misunderstands," approached statistical significance. However, examination of individual subject responses indicated that the responses in this category were primarily attributable to just a few counselors; one male and two female subjects made all the category 11 responses. The difference in category 14 is based primarily on the responses of two counselors. Males seemed to express more antagonism towards their clients than did females; the same counselor made 8 of the 15 responses to a client presenting Script 1 while another counselor made the remaining 7 responses to a client presenting Script 2.

There was a greater tendency for both male and female counselors to reflect their clients' remarks (category 7) or ask factual questions (category 9) when the theme was "Changing Lifestyle" than when it was "Expressing Emotions." A significant difference between counselors who responded to clients presenting Script 1 and counselors who responded to clients presenting Script 2 for categories 7 and 9 is reported in Table 2. However, the impact of counselor responses in these two categories on an overall difference of counselor behavior due to scripts is negligible since the two categories account for 8.2% of all responses.

**Table 2**

F-ratios for Counselor Response Category Scores for Counselor, Script of Client, and the Interaction of Sex of Counselor and Script of Client

| Response | Sex | Script | Sex & Script |
|---|---|---|---|
| 1. Gives Reassurance | 1.04 | 0.00 | 1.04 |
| 2. Shows Approval | 0.00 | 0.43 | 0.19 |
| 3. Shows Tension Release | 1.17 | 0.02 | 0.66 |
| 4. Agrees, Understands | 0.44 | 0.01 | 0.00 |
| 5. Gives Suggestions | 0.82 | 0.00 | 0.16 |
| 6. Gives Interpretation | 1.84 | 0.27 | 0.04 |
| 7. Reflects | 2.24 | *5.23 | 0.10 |
| 8. Gives Information | 1.21 | 1.21 | 0.22 |
| 9. Asks for Information | 0.27 | **7.66 | 0.02 |
| 10. Asks for Elaboration | 2.46 | 2.70 | 0.13 |
| 11. Disagrees, Misunderstands | 4.01 | 1.92 | 1.16 |
| 12. Avoids, Shows Tension | **10.55 | 1.83 | 1.83 |
| 13. Shows Disapproval | 1.00 | 1.00 | 1.00 |
| 14. Shows Antagonism | 2.95 | 0.02 | 0.02 |

*p .05
**p .01

## Discussion

Although previous findings (Maslin & Davis, 1975) demonstrated that attitudes of counselors

towards people vary depending on sex of counselor, results of this study do not support the hypothesis that these attitudes are manifested in the verbal behavior of counselors-in-training. Similarities of response frequencies across nearly all of the 14 Interaction Process Analysis categories seem to reveal that both male and female counselors-in-training respond verbally in the same way to female clients presenting sex-stereotypic concerns. Although male counselors' attitudes regarding female clients may be more sex-stereotypic than female counselors, they do not seem to express different verbal behavior.

One possible explanation for this finding is that counselors-in-training are able to control the verbal expression of stereotypic attitudes. They do not seem to allow these attitudes to interfere with the counseling process. Therefore, at least in terms of sex-role stereotyping, it does not appear to matter if female clients are counseled by male or female counselors-in-training.

Perhaps this study demonstrates that male counselors-in-training, like all people, are capable of controlling their verbal behavior in situations where revealing their true attitudes would serve no useful purpose. Non-verbal behavior, much of which is unconscious and therefore particularly resistant to change (Frieze & Ramsey, 1976) may be more important to examine than the verbal responses of counselors.

Another possible explanation for the results is that artifacts of the study contributed to the lack of evidence indicating differences between the behavior of male and female counselors. The subjects were counselors-in-training who may have been "skill" oriented, with a preoccupation for performing what they perceived as the appropriate counselor responses. This situation might not be true of counselors who have been working full-time as professional counselors. Stereotypic attitudes might be expressed more freely once counselors are no longer feeling the pressure of evaluation from counselor educators.

Future studies utilizing different outcome criteria such as non-verbal behaviors of counselors and client ratings of counselor effectiveness need to be conducted to explore any possible effect of sex of counselor upon clients. Future studies should also focus on counselor behavior in sessions other than just the initial interview and male clients should be included in subsequent investigations. A final recommendation for further study would be to examine the "Shows Tension" and "Shows Disapproval" response categories and behaviors since two male counselor-in-training used these responses while no female counselors-in-training chose to respond in a similar manner.

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# A Study of Pupil Services Administrators in Wisconsin

**F. James Harlan** and **Marvin J. Fruth**

*"Pupil personnel services (PPS) may be defined as those professional services, other than classroom instruction, which are offered by the school to help pupils attain their maximum personal development, and further, to facilitate the efforts of parents and teachers in the guiding and teaching-learning process" (Lowe 1962, p. 13). Many different services are often grouped under the term PPS, including counseling and guidance, psychological services, social work services, school health services, attendance services, testing services, and in some instances special education services.*

*The purpose of this survey was to examine the present status of pupil services administration with particular emphasis upon the scope of services administered and the identification of the various organizational patterns of supervision by pupil services administrators (PSA) in Wisconsin.*

The various PPS specialties have developed at varying rates in accordance with community needs and the emphases placed by the district administrators upon the needs for specific services. According to Ferris (1975), the first recorded service dates back to an 1852 attendance law in Massachussetts. The next PPS specialty to get started was health services in 1872 in New York. Social workers began as visiting teachers in the early 1900's in Boston, Hartford, and New York, but their major growth has occurred since the 1950 . Guidance and counseling started initially in 1913 in Boston under Frank Parsons and in Detroit under Jesse B. Davis; this service has expanded greatly since passage of the National Defense Education Act of 1958. The 1950's marked the addition of school psychological services in Chicago. Learning specialists developed in the 1960's.

Humes (1971) notes that PPS as a formalized organizational structure first became identified by name in the mid 1930's. Thus, it is apparent from the literature that PPS is not a concept that has developed historically over many years, but is rather the result of a need to coordinate a group of services complementary to the regular classroom instructional program.

Arbuckle (1967) notes that the rapid growth of PPS has been accomplished by considerable controversy over the proper roles, functions, and organization of these specialists in the public schools. Anderson (1972) adds that "it is well-known that the major problem in pupil personnel work is over who does what, when and how" (p. 82). Kornick (1969) states that "each group of specialists . . . is striving to create a unique role image" (p. 207). The Council of Chief State School Officers (1960) noted that there should be provision for administrative coordination whenever two or more of the specialties of PPS exist. Anderson (1972), addressing the need for coordination of services, states that "one does not play football with eleven men who cooperate from time to time. Someone must be selected to be with those eleven men from beginning to end . . ." (p. 88). To further emphasize the problem, Lowe (1962) maintains that:

> There are a number of outstanding, often well staffed, services which fall far short of achieving their purposes. All too frequently, in part because of the lack of administrative coordination, they fail to provide a carefully planned, unified program of experience for the pupil under consideration. (p. 10)

In short, they tend to lack leadership and direction.

**Mr. Harlan** is Project Assistant (on leave of absence from the Madison, Wisconsin Metropolitan School District) and **Dr. Fruth** is Chair, Department of Educational Administration, University of Wisconsin-Madison.

## The Population Studied

A group of Wisconsin pupil services administrators was interviewed to determine the present status of pupil services administration, the scope of services administered, and the organizational pattern of supervision by administrators.

A list of 78 administrators believed to be Pupil Service Administrators (PSAs) was developed from the 1978-79 Wisconsin Public School Directory and a list of current and past members of the Council of Administrators of Pupil Services (CAPS). Seventeen administrators were identified as holding positions other than PSA and were eliminated from the original population of 78. Sixty of the remaining 61 were interviewed by telephone between September 24 to 27, 1979.

The student population distribution of the districts surveyed ranged from 447 to 25,000 pupils with a total of 325,393 pupils and a mean size of 5,423. When the districts are grouped according to size with 0 - 3000 being labeled as *small* districts, 3001 - 8000 being labeled as *medium* districts, and over 8000 being labeled as *large* districts, there are 27 small districts (45%), 22 medium size districts (37%), and 11 large districts (18%).

## Characteristics of Administration and Administrators

*Title.* The titles of the PSAs were grouped in two ways. First, they were grouped according to organizational position descriptors of Director, Coordinator, Supervisor, and Administrator. Hays (1971) distinguishes between the words *administer* and *direct* as opposed to *coordinate*. He suggests that the former reflect the concept of authority while coordinate denotes a lack of authority. Only 7% of the population in this investigation surveyed hold the title of Coordinator. By far the majority of the population, 77%, hold the title of Director.

Next, the titles were grouped into two categories of descriptive keywords: those concerned with the specific emphasis of "pupil" or "student" services and those categorized under the broader terms such as "psychological" or "special" services. Most of the titles, 80%, were listed under the terms related to pupil services.

*Percent of time functioning as a PSA.* Hays (1971) also notes that "regardless of the size of the organization, leadership responsibility in a program of PPS is basically a task of administration" (p. 119). Examination of the results show that the PSAs in Wisconsin spend the majority of their time functioning as administrators. The mean percent of time functioning as PSAs was 74% with a standard deviation of 29.7%. Forty-three percent of all respondents indicated that 100% of their time was devoted to pupil services administration (including the administration of special education).

*Position title of supervisor of PSA.* Holt (1964) maintains that "the PSA should be a member of the administrative staff on the same level with other major assistants to the superintendent of schools" (p. 4). Also, the National Association of Pupil Personnel Administrators position is (Stoughton, et al 1969) that the PSA should be responsible to the chief school administrator. Data gathered from the interviews show that a majority of the PSAs, 80%, do report directly to the superintendent of schools. Another 18% report to persons essentially in an assistant superintendent position and 2% report primarily to a building administrator.

*Supervision responsibilities of PSAs.* Respondents were asked to indicate the total number of staff and the full-time equivalencies (FTE) for each of the specialty areas of PPS which they supervised (see Table 1).

**Table 1**

Supervision Responsibilities (FTE) of PSAs

| Area of Supervision | n | % of N | Range | Mean | Std. Dev. |
|---|---|---|---|---|---|
| Counselors | 42 | 70.0 | 0-25.0 | 7.84 | 5.95 |
| Psychologists | 55 | 91.7 | 0-23.8 | 2.84 | 3.53 |
| Social Workers | 39 | 65.0 | 0-23.8 | 3.47 | 4.89 |
| Nurses | 29 | 49.3 | 0-8.0 | 1.63 | 1.71 |
| Special Ed. Supervisors | 13 | 21.7 | 0-5.0 | 1.68 | 1.43 |
| Special Ed. Teachers | 47 | 78.3 | 0-275.5 | 29.16 | 45.86 |
| Testing Pers. | 1 | 1.7 | 0-3.0 | 3.00 | 0.00 |
| Attendance Personnel | 4 | 6.7 | 0-3.0 | 1.50 | 1.00 |
| Other Personnel | 24 | 40.0 | 0-41.0 | 6.00 | 8.16 |

SCHOOL PSYCHOLOGISTS. The most common area of responsibility is the supervision of school psychologists. Ninety-two percent of the PSAs supervise psychologists, with an average load of 2.84 FTE.

SPECIAL EDUCATION TEACHERS. The second most common area of supervision is in the area of special education staff with 78% (n=47) of the PSAs having responsibility in this area. The mean FTE per PSA supervising special education is 29.16 with a standard deviation of 45.86. The FTE data in this category could be deceptive since two of the administrators each supervised over 150 staff in special education. There is debate evident in the literature over the inclusion of this area of supervision under the term of pupil services. Disagreement exists on this point with some feeling that special education should be treated as classroom instruction (Lowe, 1962) and others feeling that special education should be treated as part of PPS (Armer & Thomas, 1978). The issue is further "muddied" by the fact that some PSAs grouped occupational therapists, speech and hearing specialists, and physical therapists under the term of special education while others placed these specialists under the category, "other personnel."

SPECIAL EDUCATION SUPERVISORS. Twenty-two percent of PSAs supervise special education supervisors, with an average FTE of 1.68 per PSA and a standard deviation of 1.43. The small figure in this area is due in part to the fact that many of the districts surveyed were not large enough to have both a PSA and a separate special education supervisor.

SCHOOL COUNSELORS. The third most common area of supervision is that of school counselors, with 70% (n=42) of the PSAs supervising a mean FTE of 7.83 counselors. In those districts where PSAs do not supervise counselors, such supervision is generally the responsibility of the building principals. Several of the PSAs who were responsible for supervision of the counselors did note the need to maintain close coordination and communication with individual building principals.

SCHOOL SOCIAL WORKERS. This was the next most common area of supervision, with 65% (n=39) supervising a mean FTE of 3.46 social workers with a standard deviation of 4.89. It should be noted that in several districts the social workers are provided through and supervised by the county.

SCHOOL NURSES. Although school nurses are often included as an integral part of the PPS team, only half, 49% (n=29) of the PSAs supervise nurses. The smaller number of PSAs supervising school nurses appears to be due to the fact that most school nursing services in Wisconsin are provided by county and municipal governmental agencies outside the school and most nursing services are on a part-time rather than full-time basis. Although the levels of FTE supervision, 1.63 per PSA, are low, this may not be indicative of the true nature of the relationship between the PSAs and school nurses. Several PSAs specifically responded to this area of the survey by indicating a close coordinating relationship with the nurses even though they were not supervising them directly.

ATTENDANCE AND TESTING PERSONNEL. Supervision of special attendance and testing personnel by PSAs is 7% (n=4) and 2% (n=1) respectively. Attendance appears to have become the responsibility of the building administrators, but several PSAs are responsible for school census reports. Testing is now performed by the psychologists, counselors, and other pupil services specialists rather than by psychometrists or other individuals designated to do district testing.

**Table 2**

Supervision Patterns of Pupil Services Administrators

| Area of Supervision | Patterns | | | | | | | | | | | | | | | | | | | | | | | | | | n | % of N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | | |
| Counselors | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | | 42 | 70.0 |
| Psychologists | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | X | X | X | X | X | X | X | X | | 55 | 91.7 |
| Soc. Workers | X | X | X | X | X | X | X | X | X | X | | | | | | | | | X | X | X | X | X | | | | X | 39 | 65.0 |
| Nurses | X | X | X | X | | | | | | | X | X | X | | | X | | | X | X | | | | X | | | | 29 | 49.3 |
| Sp. Ed. Super. | X | | | | X | X | X | | | | X | | | X | | | | | X | | X | X | | | | | | 13 | 21.7 |
| Sp. Ed. Teach. | X | X | | | X | X | X | X | | | X | X | | X | X | | | | X | X | X | X | X | X | X | | | 47 | 78.3 |
| Test. Pers. | | | | | X | | | | | | | | | | | | | | | | | | | | | | | 1 | 1.7 |
| Attend. Pers. | | | X | | | X | | | X | | | | | | | | | | | | X | | | | | | | 4 | 6.7 |
| TOTALS (n) | 3 | 9 | 1 | 1 | 1 | 1 | 2 | 6 | 1 | 2 | 1 | 7 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 2 | 5 | 2 | 2 | 2 | 2 | | |

| | | |
|---|---|---|
| • High Congruence Pupil Services Model: A thru J | 27 | 45.0 |
| • Moderate Congruence Pupil Services Model: K thru O | 12 | 20.0 |
| • Special Education Model: S thru Y | 14 | 23.3 |
| • Departmental Model: P thru R, Z, and AA | 7 | 11.7 |

OTHER PERSONNEL. Forty percent (n=24) of the PSAs surveyed supervise "other personnel." These include personnel in areas such as title programs, speech and hearing specialists, gifted and talented programs, career education programs, homebound instruction, research, and others. Also, many of the PSAs coordinate auxiliary programs such as those listed above, although no additional staff are involved.

*Supervision patterns of PSAs.* Table 2 is intended to provide a graphic presentation of the various supervision patterns of the PSAs. These patterns might best be described in terms of their degree of comprehensiveness as related to a pupil services model encompassing all of the areas with the possible exception that special education might be grouped with classroom instruction with allowance for instances where the specific professional competencies of the specialties within this area are required for diagnosis and disposition of special problems.

Using the percentage of PSAs supervising specific areas of pupil services, with the exception of special education, the services would be ranked as follows:

1. school psychologists
2. school counselors
3. social workers
4. school nurses
5. attendance personnel
6. testing personnel

Using the above system of ranking, several possible levels of congruence with the pupil services model proposed by Ludvigson (1978) can be classified. It is felt that there are three basic possible organizational patterns that exist.

The first pattern conforms most closely to the pupil services model and includes the counselors, school psychologists, school social workers, and sometimes the school nurses.

The second organizational pattern appears to be what might be called a special education model. This model omits the counselors and includes the school psychologists and special education staff and, sometimes, the school social workers and school nurses. In this second pattern, primary emphasis is placed upon special education.

The third basic organizational pattern is a fragmented pattern where a single or possibly only two areas are supervised by the PSA. With this type of organization, the emphasis is on independent departmental structure with department heads coordinating through a superintendent or an assistant superintendent.

Patterns A thru J (n=27, 45%) are classified in this study as strongly congruent pupil services models and K thru O (n=12, 20%) as moderately congruent with the pupil services model of organization. S thru Y (n=14, 23%) patterns are classified as primarily special education models of supervision. Finally, P, Q, R, Z, and AA (n=7, 12%) are classified as primarily fragmented or departmental models of organization.

*Biographical data of PSAs.* The biographical data collected about the PSAs surveyed are summarized in Table 3.

AGE: The mean age of the PSAs is 43.6 years with a standard deviation of 9.1 years and a range of 27 to 61 years old.

EXPERIENCE AS A PSA: The PSAs studied have a range of 0 to 25 years of experience in their present position with a mean of 7.13 years and a standard deviation of 5.59 years.

EDUCATION: PSAs can be described as a well educated group with 97% holding at least a master's degree. Virtually every respondent with a degree less than a Ph.D. has earned credit beyond the particular degree presently held. Ninety percent of the respondents have earned credits in educational administration with a mean of about 16 credits earned.

DEGREE MAJORS AND OCCUPATIONAL BACKGROUNDS: The vast majority of the respondents have backgrounds in psychology and counseling. These two fields account for 40% and 15% of the principal educational degree backgrounds and 41% and 24% of the occupational backgrounds. Fifty-seven percent (n=34) of the PSAs have a background of teaching general education (with an average experience level of 6.52 years), while 23% (n=15) of the PSAs have teaching experience in special education, with an average of 6.38 years. While 47 PSAs supervise special education, only 15 of those had experience teaching special education; over 68% of those respondents supervising special education had no experience teaching special education.

LENGTH OF CONTRACT: The mean length of term of contract for PSAs was found to be 11.1 months.

*Other findings.* Several categories of the data were cross tabulated in an attempt to discover other possible relationships which might help to further examine the nature of pupil services administration in Wisconsin. The findings reported before were derived from these cross tabulations.

Table 3

Background of Pupil Services Administrators

| Data Category | n | % of N | Statistics Range | Mean | Std. Dev. |
|---|---|---|---|---|---|
| Age | 60 | 100.0 | 27-62 | 43.60 | 9.10 |
| Years Present Position (Experience) | 60 | 100.0 | 0-25 | 7.13 | 5.59 |
| Credits Beyond Degree: BA/BS | 2 | 3.3 | 29-35 | 32.00 | 3.00 |
| MA/MS | 43 | 71.7 | 2-142 | 37.49 | 18.53 |
| Specialist | 4 | 6.7 | 10-45 | 21.75 | 14.29 |
| Ph.D./Ed.D. | 11 | 18.3 | 0-27 | 8.00 | 11.12 |
| Credits in Educational Administration | 54 | 90.0 | 0-65 | 15.70 | 10.94 |
| Degree Major: Psychology | 24 | 40.0 | | | |
| Counseling | 9 | 15.0 | | | |
| Others | 27 | 45.0 | | | |
| Previous Occupation: Psychologist | 24 | 40.0 | | | |
| Special Ed. Teacher | 6 | 10.0 | | | |
| Counselor | 14 | 23.3 | | | |
| Principal | 5 | 8.3 | | | |
| Others | 11 | 18.3 | | | |
| Regular Education Teacher Experience | 34 | 56.7 | 0-18 | 6.52 | 4.45 |
| Special Education Teacher Experience | 15 | 25.0 | 0-14 | 6.39 | 4.35 |
| Length of Contract (months) | 60 | 100.0 | 9-12 | 11.11 | 2.00 |

No attempt is made to establish the reliability of these generalizations:

1. Title of PSAs in larger schools tend to be more general.
2. As school size increases, the percent of time spent as a PSA increases.
3. The percent of PSAs reporting to the superintendent decreases as the size of the school district increases.
4. The further one moves away from the pupil services model the less the percentage of PSAs reporting directly to the superintendent.

*Limitations.* Special note should be taken regarding the size of the standard deviations for some of the data mentioned previously. Generalizations based upon mean data without regard for some of the large standard deviations might lead one to place greater significance upon the data than warranted. The large standard deviations seem to reflect the great diversity in pupil services referred to earlier.

## Summary

Kornick (1969) states, "the nature of pupil personnel services does not allow for absolutely clear cut, isolated roles that will hold constant" (p. 206). Anderson (1972) notes that "if there is one constant in pupil personnel work in the public schools—and this may be the only constant—it is diversity" (p. 82). The fact that the population surveyed had 24 different job titles, 26 different major fields of study, 15 different occupations preceeding their present position, and 27 different combinations of areas supervised, points out the great diversity of this group of administrators.

Perhaps the single greatest commonality among this group might be what Fusco (1961) refers to as the hallmark of American democracy; "the belief in the infinite value and worth of the individual person" (p. 1). One must take great care in making generalizations based upon these data to insure that apples are being compared to apples and not to oranges. Hays (1971) best sums it up when he states that:

> The point to be made is that no one has *the* approach. There is confusion, and, until adequate research is undertaken to test these theories and models, pupil personnel services administrators will continue to grope in semi-darkness. (p. 122)

## The Future

Many questions about PSAs need to be

researched and more fully explored in the near future in order to provide the most efficient and productive means of administering pupil personnel services. Some of the issues studied for future research need to include:

1. What are the optimal organizational patterns for pupil services? Should district size make a difference? Should standards be legislated?
2. Should there be minimal statewide standards or ratios applied to specific pupil services? If so, what should the standards be?
3. What requirements, if any, should there be for certification as a PSA?
4. What should be the organizational relationship of special education to pupil services?
5. How should the PSA be funded?

Finally, it seems that the future development of pupil services administration is to a large extent dependent upon the energy which present PSAs are able to devote to researching of their field and upon the encouragement provided by state educational leaders for such research. Ultimately, the territorial dissonance must be neutralized so that pupil services can serve students most effectively.

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## *Resource Material*

**INTRODUCTION TO CHIROPRACTIC.** This 32-page booklet has been prepared to provide a comprehensive explanation of chiropractic and the role of the Doctor of Chiropractic in health care delivery. Included is a reference section to obtain more detailed information together with a listing of resources for specific information on chiropractic educational requirements and schools. Copies of the publication are available free of charge from the Wisconsin Chiropractic Association, 22 South Carroll Street, Madison 53703.

# Evaluating the Culturally Different Child Through SOMPA

**Peter J. Kores**

Essentially, the System of Multi-Cultural Pluralistic Assessment (SOMPA) is a method of triangulating information from three models of assessment; the Medical Model, the Social System Model and the Pluralistic Model.

Delineated in this article are primary concepts involved in the SOMPA, together with a brief review of ramifications of these concepts. No attempt is made to critique the numerous related articles which have appeared in various journals during the past year. Brief mention of experiences derived from participating in a SOMPA workshop is also included and recommendations for Wisconsin's practicing school psychologists are also offered.

## Triangulating Information

*The Medical Model.* This approach to assessment consists of six measures: (a) the Physical Dexterity Tasks, (b) the *Bender Gestalt Test for Young Children*, (c) the Health History Inventories, (d) Vision, (e) Hearing, and (f) Weight Standardized by Height. The Medical Model data provide a cut-off score of at risk-no risk based on a criterion at the 50th percentile. All of the six measures are rather straight forward noncontroversial measures with predominantly acceptable levels of face validity as the majority of examiners will find the specific tasks familiar to them. The major differences are found in the strict administration procedures and scoring procedures developed by Mercer (1977). Since Mercer further postulates that measures in the Medical Model are not culture bound, little criticism is provoked.

*The Social System Model.* This second assessment model includes seven measures. These measures consist of the *Wechsler Intelligence Scale for Children—Revised Edition* (WISC-R) and the six scales of the *Adaptive Behavior Inventory for Children* (ABIC). The Full Scale, Verbal, and Performance Scaled Scores are interpreted as measures of the child's School Functioning Level (SFL). There are no changes made in the administration or scoring of the WISC-R. The ABIC, using the mother as informant, represents the child's functioning in six social systems: the family, the peer group, the community, nonacademic school roles, earner-consumer roles, and self-maintenance roles. The ABIC is administered and scored following very strict procedures and responses are made by the informant in a forced choice only by format.

*The Pluralistic Model.* This model is based on pluralistic norms representing three major classes (Black, Anglo and Hispanic). Mercer (1977) reports that this concept is necessary in assessment as her studies indicate that the mean IQ score derived for these three classes varies to the extent that 32% of variance is contributed by socio-cultural factors. As further explanation, Mercer states that these three ethnic groups are not a single population and relates that the mean Black *WISC-R* IQ score is 88, the mean Hispanic *WISC-R* IQ score is 92 and the mean White *WISC-R* IQ score is 103 (Mercer, 1977, p. 80). Thus, in computing the mean *WISC-R* IQ score of the total group, a mean IQ score of 100 was found. Statistical design further identifies factors which appear to account for these deviations from the *WISC-R* mean score of 100. Following the identification of these factors, Mercer used multiple regression formulas which basically assign weights based on the SOMPA derived assessment information to remove the so-called cultural variance.

The completion of the SOMPA involves the triangulation of these factors in producing an Estimated Learning Potential (ELP). Mercer states that this triangulation and score weighting will produce an assessment that only compares

**Mr. Kores** is School Psychologist, Sheboygan, Wisconsin Area School District, on leave attending the University of Tennessee—Knoxville.

children to an appropriate referent group which compares individuals with the same opportunity to learn.

### SOMPA Workshops

Participation in a SOMPA workshop is an exciting experience. Organized by Mercer, these workshops are fast-paced, involving a workbook of readings, check tests, film strips, slides, films and demonstrations. A complete SOMPA is scored from presenting information such as a movie of the Dexterity Tasks or of an ABIC interview. Finally, the SOMPA protocol is checked by the trainer and final examination is given. Mercer works at a very fast pace but takes the time necessary to answer questions and debate philosophy regarding the SOMPA. Workshops are considered a worthwhile expenditure of $200 by this writer as additional material is provided which is not included in the SOMPA Kit purchased from the publisher. Although the workshop can be somewhat overwhelming even for one who considers himself/herself now capable in evaluation, it quickly becomes obvious that without workshop participation one would not be able to master SOMPA administration and utilization.

### Recommendations

Recommendations for practicing school psychologists are somewhat obvious. First, Mercer's original research and standardization took place basically in California. Subsequent research duplicated Mercer's findings in Colorado, Texas and Louisiana. Wisconsin standardization is planned according to Dr. John Jackson (Milwaukee Public Schools). The utility of the SOMPA, of course, depends heavily on the outcome of the standardization in Wisconsin. Small school districts with low percentages of minority populations may find the SOMPA relatively expensive. Perhaps standardization should also be undertaken with other minority groups such as the recent Indo-Chinese immigrants.

Finally, Mercer (1977) states that the real validity of the SOMPA will be demonstrated when predictive validity is supported by the use of the Estimated Learning Potential (ELP) in predicting functional success. Of course, this further depends on the implementation of SOMPA for an adequate population studied longitudinally. As school psychologists, each must consider further the concepts presented by Mercer as it is felt that they are well developed and supported both by her initial research and by the subsequent research of others outside of the state.

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### *Career Decision-Making Program*

(Continued from page 72)

3. Develop decision-making abilities.
4. Relate personal characteristics to occupations in order to identify and evaluate career alternatives.
5. Be aware of major influences affecting career decisions.
6. See ways in which society and self interact through career.
7. Develop the ability to manage the variables involved in shaping a career.

For more detailed information concerning the Career Decision-Making Program, contact McKnight Publishing Company, P.O. Box 2854, Bloomington, IL 61701. Selected parts of the program are available on a free loan basis through Ms. Gerry Strey, Wisconsin Vocational and Technical Studies Center, UW-Madison 53706 (608) 263-2929.

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# Personal Growth Experiences in Counselor Education

**Gregory A. Lofaro** and **Alice H. Randolph**

*The counseling profession is challenged to develop standardized recommendations about the affective education of counselors, particularly in regard to personal growth experiences. The ACES Standards seem somewhat ambiguous and at this time cannot be operationalized in any consistent way. The research on group experiences does not help resolve this problem. The authors clarify the issues and recommend courses of action that focus on the design, implementation and evaluation of growth experiences as part of counselor education.*

The making of a counselor occurs on many levels. Didactic coursework provides theoretical frameworks and research data for conceptualizing human behavior, client problems, the counseling relationship and other aspects of the profession. Experiential development occurs through practicum, fieldwork, supervision and specific learning components of courses (e.g., the use of role-playing in teaching counseling skills). This coursework and development forms the configuration and interface for successful counselor education.

In the midst of this process, counselor educators urge the counselor trainee to "know thyself." Such urging emerges in the form of encouraging self-exploration and self-understanding on the part of the student. It is particularly evident in supervisory relationships which assist the neophyte in examining his/her behavior in relation to a client. Personal awareness, sensitivity, and examination of self become valued attributes that help the student implement counseling theory in a personally meaningful manner.

This portion of counselor education remains a "fuzzy process" at best. Although professional standards mandate personal growth experiences as part of preparation standards, there is neither conclusive research evidence supporting, nor specific recommendations for, this type of experience. The result is a professional standard that appears ambiguous and somewhat meaningless.

## The Standards

The Association for Counselor Education and Supervision adopted Standards for the Preparation of Counselors and Other Personnel Services Specialists on October 1, 1973 (Standards, 1977). Written as guidelines for graduate programs, these support the integration of didactic studies and supervised experiences together with the definition of performance indicators to determine professional competence. Program characteristic 6 in Section II: *Curriculum — Program of Studies and Supervised Experiences*, specifically recommends opportunities for the student to develop understandings and skills beyond the minimum requirements of the program. This should include elective courses and experiences, individualized study and enrichment activities. Program characteristic 8 focuses more directly on the issue of growth group experiences: "Opportunities for planned periodic self-evaluation and the development of greater self-understanding are provided for both students and faculty" (p. 598). Recommendation 8 further states that through laboratory experiences and small group activities, counselor education programs are to encourage self-analysis skills and improvement of interpersonal relationships.

The ACES statement on the common core of program study (Section II, B, 1, d) states that knowledge of groups is an area necessary to the preparation of all counsleors. This core should include theory, methods, facilitative skills, and supervised practice. Participation in growth groups is one method for teaching part of this core area. Another guiding professional docu-

**Drs. Lofaro and Randoph are Assistant Professors, Counseling and Personnel Services Education, Kent State University, Ohio.**

ment, the Preamble to the APGA Code of Ethics (Callis, 1976) recognizes the strength of the diversity of counselor roles and the settings in which they work and also the challenge of defining requisite preparation and practice. This document states that it is the individual's responsibility to continue professional growth after completion of training to be able to function in these settings. It can be inferred that educators should prepare students to understand their professional growth needs as well as to know how to improve the skills of counseling. This level of self-awareness can be acquired in growth groups (Apostal & Muro, 1970).

There is a clear mandate to the profession and to the educators who prepare counselors, to provide opportunities for learning that leads to personal understanding and interpersonal skills. The standards for preparation are clear in their support of some activities that lead to self-understanding and the habit of introspection and the literature points to the fact that growth groups add to these skills and habits.

## Current Practice

The use of group experiences in counselor education programs appears on two levels. On the first level, group experiences are provided to increase personal awareness of the counselor trainee (McClain, 1969; Harman, 1975). This involves humanistic education as a basis for counselor education. Briefly, this philosophical stance urges the development of an atmosphere in which counselor trainees experience "realistic but relaxed self-confidence" (Arnold, 1962, p. 109). More definitively, it recognizes the direct application of counseling principles to the training program and learning environment. A humanistic counselor education program defines value premises related to personal growth and recommends the inclusion of individual and/or group therapy as a planned elective in the curriculum (Chenault, 1968).

On another level, the use of group experiences in counselor training is geared toward improving counseling skills and developing comprehension of personal understanding and interpersonal skills. The ethical standards require counselors to be effective through interpersonal interactions with clients and their families, the social service and employing communities, and their peers and supervisors.

Humanistic programs philosophically acknowledge that mastering counseling as a profession necessitates more than learning techniques and taking didactic courses. This belief in facilitating counselor awareness has its roots in the analytic school, which directly required and mandated that all potential analysts successfully complete a course in personal analysis. Although the humanistic school of counselor educators values this belief, their means of accomplishing this end do not appear as stringent or as clearly defined. Since a comparison between a long, intensive, one-to-one counseling/therapy experience and 15 one-hour group sessions cannot be made because the goals are not quite similar, the concept of "personal growth" could be made clearer and articulated more directly.

Researchers have attempted to appraise outcomes to demonstrate the effectiveness of the group experience on counselor personality and practice. Varied approaches from leaderless encounter groups to T-groups have been used in these studies. Almost all of the studies have utilized conventional personality measures or questionnaires, such as the Edwards Personal Preference Schedule, to examine personality change. Although there appears to be no overwhelming support for the effectiveness of these group experiences, some studies offer perspectives in this area. Apostal & Muro (1970) found minimal change in the EPPS profiles of counselor-subjects who participated in a group experience as part of an NDEA institute training program. Gadza & Ohlsen (1961) and Bonney & Gazda (1965) had previously found similar outcomes. These results recommend using group experiences as a means of training in group skills, rather than changing the personality of prospective counselors. Although Wirt, Betz and Engle (1969) also report a similar lack of significant change between the measured real and ideal self-concepts of experimental and control group subjects, the investigators do suggest that the "treatment" duration, which was only one semester in length, could be considered a limitation.

A number of studies utilize T-Groups as the treatment for increasing counselor trainee self-awareness (Foreman, 1967; Hurst & Fenner, 1969; Myrick & Pare, 1971; Reddy, 1970). Again, the results of these studies do not report significant personality change. However, they do highlight attitudinal change, based on self-reports, in regard to increased openness, self-understanding

and willingness to approach faculty. Thus, the support for growth groups seems to stem not from personality change, as was originally intended, but in attitudinal change.

In addition to attitudinal change, some studies suggest that group experiences assist trainees in acquiring counseling skills. For example, Betz (1969) demonstrated that affective group counseling experiences did increase the trainee's ability to respond to client affect. In another study, trainees improved their counseling skills and developed their comprehension of group process (Adams & Barr, 1971). Woody (1971, a,b) found that counselors who had been in groups led by analytically trained therapists demonstrated an increase in their use of interpretation as a counseling response. This finding suggests that educators need to consider the type of group experience and group leader style because trainees may model their counseling responses after their group leader.

On the other hand, limitations exist in the present studies. Most of the researchers agree that the duration of the group experience is not uniform from study to study, the measures of evaluation may be unsophisticated or limited, and there are ethical considerations in the implementation of this standard in a curriculum. In regard to this latter concern, Banikiotes (1975) urges the student's voluntary consent to participate in such experiences and stresses the need for responsible evaluation while Hulnik (1977) stresses careful assessment of training impact and responsible planning.

Therefore, a review of research offers inconclusive evidence on the effectiveness of these group experiences. However, the advantages of providing role models of counseling skills and developing self-understanding and an awareness of group process, underscores the strong potential of growth groups as an experiential component of counselor education curricula. While this is certainly the basis for such a standard, the process implementing the standard remains questionable.

## Recommendations

The wording of the ACES standard appears ambiguous and there are not guidelines or criteria to evaluate whether the standard is carried out in a consistent, responsible and planned fashion. The following recommendations would help clarify the situation:

1. Through accreditation procedures, standards of preparation for professional practice are defined and ambiguous phrases or ethical questions clarified by a professional body. In regard to growth group experiences, counselor educators need to address ethical questions such as: "Are the group experiences meant to be treatment modalities or educational experiences?" "What are the desired outcomes of such experiences?" "What is the relationship between counselor competencies and participation in personal growth groups?" "In a curriculum, what is an acceptable ratio between didactic and experiential components?"
2. Traditional coursework receives close scrutiny of a faculty in terms of course development and evaluation. Similar academic guidelines need to be present if growth group experiences are to be an intrinsic portion of the curriculum. These guidelines would include specific training experiences and qualifications of group leaders, definition of appropriate content and process options and development of evaluation procedures.
3. Appropriate content for didactic coursework is usually clear in terms of objectives and goals. In regard to group experiences, there are numerous options available (e.g., T-groups, encounter groups). Clarification of the appropriate group modality is essential. Thorough examination of group research is necessary for this type of decision-making clarification.
4. Specific group procedures are helpful at designated stages of counselor development. For example, more structured supportive groups are recommended for beginning master's students, while more exploratory groups would be beneficial for doctoral candidates. Differential approaches must be considered and evaluated.
5. Additional data collection to examine current practice is necessary. Survey questions regarding percentage of students taking part in growth group experiences, evaluation procedures and leader qualifications would provide some baseline data for making further decisions.
6. Practitioners (both recent and past graduates) should be contacted to determine professional opinion of the value of these experiences in relation to job performance requirements.
7. In light of ethical considerations, it may be necessary for counselor educators to have growth groups conducted by leaders outside of the counselor education program faculty. This would mean that the academic adviser act as a referral agent. If this approach is taken, this advisory capacity must be clarified.

## Conclusion

The profession must evaluate and standardize criteria for personal growth experiences. Without these clarifications there exists the possibility of

misinterpretation of the preparation standard regarding growth groups.

Standardizing the criteria for these experiences would separate counselor educators philosophically and practically from other types of helping professionals. Philosophically, it would exemplify the profession's responsibility to develop practitioners beyond the acquisition of didactic, theoretical and technical knowledge. Practically, counselor educators could then speak more definitively about the relation between affective and cognitive development as related to practitioner skills and longevity. Certainly, this approach will influence the manner in which professionally trained counselors present themselves to their consumers.

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## Resource Material

**PAGE 2.** This is an instructional resource package that involves a team approach for planning career guidance programs. *Page 2*, Programmatic Approach to Guidance Excellence, materials are designed to assist educational personnel and community persons plan a comprehensive career guidance program for the students in their school district. Developed in cooperation with the Illinois Office of Education, the resource package has also been used in graduate level staff development courses and in-service workshops. Through a series of activities and structured experiences, planners focus on the scope of career guidance and then move from basic concepts to more sophisticated levels of thinking regarding career guidance. The cost of the package is $80.00. Further information on *Page 2* is available on request to Dr. Janet Treichel, Department of Vocational and Technical Education, University of Illinois, 347 Education Building, Urbana, IL 61801.

**DIAL HARMONY 2.** This is a series of five- to seven-minute taped telephone messages designed for the 12 to 18 year-old. Prepared and reviewed by students, professionals aned parents, the messages provide some answers to questions teenagers often have. The messages are factual, informative, honest and access is completely anonymous. The tapes address practical concerns, vocational concerns, physical health, sexuality, problems with parents, social concerns, emotional concerns and drugs. *DH 2* is co-sponsored by Mental Health Associations in Waukesha and Milwaukee Counties with technical assistance provided by the Oconomowoc Area Schools and special funding from the Milwaukee Mental Health Foundation, United Way of Greater Milwaukee and United Way of Waukesha. Additional information can be obtained from the Mental Health Association in Milwaukee County, 161 West Wisconsin Avenue, Suite 3144, Milwaukee 53203 (414/276-3122). Interested persons may select specific tapes they want to hear by number and

call 547-3826 (long distance calls are free by dialing the Operator and asking for Enterprise 9012).

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**HELP FOR EMOTIONAL AND MENTAL PROBLEMS.** In this 28-page pamphlet, the author describes kinds of disturbances, their symptoms, various therapies as well as how Community Mental Health Centers and other agencies can help. Also discussed is what can be done to improve mental health care, including recommendations of the President's Commission on Mental Health. The author notes that while about seven million people in the United States receive professional help, this is only a small percentage of those estimated to need mental health services. Copies of the pamphlet (No. 567) are available at 50¢ each (with quantity order discounts) from the nonprofit Public Affairs Committee, 381 Park Avenue South, New York, NY 10016.

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**PEER POWER: BECOMING AN EFFECTIVE PEER HELPER** and **PEER COUNSELING: AN IN-DEPTH LOOK AT PEER HELPERS.** These two companion books provide comprehensive coverage to a totally fresh view of a rapidly expanding subject. The former book provides content and exercises for trainees while the latter serves as a source book and manual for trainers. Included are step-by-step procedures for peer counseling, organizational hints, suggested settings where peer counseling may be effective, and training models and procedures. The books are available at $7.45 each, plus 50¢ handling and postage (with quantity order discounts) from Accelerated Development, Inc., P.O.Box 667, Muncie, IN 47305.

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**WOMEN—IN SEARCH OF EQUALITY.** This issue of *FOCUS,* a serial publication of ETS addressing various aspects of education today, is directed at an examination of the limiting effects of stereotyping on women and their development. Numerous societal and other factors are reviewed in this 20-page booklet. Specific areas covered are the limiting stereotypes, women and government fight back, where it all begins, development across the ages, taking the myth out of math, and helping women to find themselves. Copies of this publication may be obtained free of charge from *FOCUS,* 112 Thurston Hall, Educational Testing Service, Princeton, NJ 08541.

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**KNOW YOUR MEDICATION.** "Is drinking milk dangerous to your health?" No, not ordinarily. But under certain circumstances, it can be. If you are taking tetracycline, an antibiotic, even a small amount of milk could stop its action, making the medication useless.

"Knowing how, when, and when not to take medications is vital in today's world," say the authors of this 28-page booklet. Guidance is provided to consumers on taking medications and describing the effects and possible side effects of many commonly used prescription and over-the-counter drugs. Both generic and brand names are given. Copies are available for 50 cents each (with quantity order discounts) from the nonprofit Public Affairs Committee, 381 Park Avenue South, New York, NY 10016.

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**RECREATION FOR DISABLED PERSONS.** The joys and benefits of sports, the arts, and travel are becoming more accessible to handicapped people. In this 28-page booklet, Elizabeth Ogg describes many programs and how they have made adaptations so that handicapped people can participate. A list of resources is also provided. The Special Olympics for mentally retarded people, the International Games for the Deaf, the Cerebral Palsy Games, and other competitions have shown the ability and desire of handicapped persons to participate in sports. Similar success has been achieved in the performing and graphic arts and other cultural areas—sometimes in regular programs, sometimes in special programs. A number of activities in which—with some adaptations—even severely handicapped people can participate are presented. Copies are available for 50 cents each (with quantity order discounts) from the nonprofit Public Affairs Committee, 381 Park Avenue South, New York, NY 10016.

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**PUBLICATIONS OF THE WOMEN'S BUREAU.** Listed in this pamphlet are publications of the U. S. Department of Labor, Office of the Secretary, Women's Bureau. The Bureau annually produces a wide variety of reports, research, and other timely information of interest and usefulness to pupil services professionals. Notices of future publications can be obtained by writing, stating the specific subject in which you are interested in, to the Women's Bureau, Office of the Secretary, U. S. Department of Labor, Washington, D. C. 20210.

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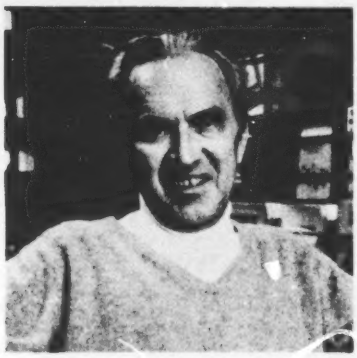
# STAFF NEWS, ET CETERA

## NAVY AWARDS DICK ROTH SPECIAL RECOGNITION



The U. S. Navy has awarded **Dick Roth,** WDPI Director of Pupil Services, its Distinguished Service Award for 1979. Presented at a special recognition dinner meeting in Milwaukee, the award was made for Roth's extensive service to the Navy's Milwaukee Recruiting Command. Roth has served as an adviser to the Navy in its development of a communication systems to enhance the sharing of vocational guidance information between military personnel and educators as they assist students in the career exploration process.

In addition to Roth's award, the Navy presented Milwaukee Public School's Superintendent, Lee McMurrin, with its Distinguished Educator Award for 1979.

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## VAN DEN HEUVEL REJOINS PUPIL SERVICES STAFF

**Dennis "Dutch" Van Den Heuvel** rejoined the Pupil Services Staff in late September as a Supervisor of Counseling and Guidance. Appointed on an interim basis to succeed Don Severson, Van Den Heuvel had previously served on the staff from December, 1977 through September, 1978 as a doctoral intern in counseling and guidance.

Van Den Heuvel recently earned his Ph.D. in counseling and guidance from the University of Wisconsin-Madison. He holds an M. A. in counseling and guidance from UW-Madison and received his B. S. at St. Francis College (Milwaukee). He was formerly a school counselor at Lodi High School and Dominican High School (Whitefish Bay) and also completed a one-year internship in school counseling in the Dubuque, Iowa public schools.

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## NEW PUBLICATIONS AUTHORED BY STAFF SUPERVISOR

*Legislation: Influencing Public Policies for Improved Guidance Programs* and *Government Liaison Worker Handbook* are recent publications of **Bill Erpenbach,** WDPI Supervisor for Counseling and Guidance. Published by the National Center for Research in Vocational Education, the former is part of a series concerning aspects of developing and implementing competency-based guidance programs.

The latter publication was co-authored by Erpenbach with Dr. Janet Heddesheimer of George Washington University for the American Personnel and Guidance Association. This second edition publication is directed at educating APGA members in the legislative/political action process.

Other recent publications by Erpenbach include an article on state supervision of counseling and guidance in the *Journal for Counselor Education and Supervision* and a chapter on local, state and federal coordination and supervision of counseling and guidance programs (also with Dr. Heddesheimer) in *The Status of Guidance and Counseling in the Nation's School.*

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## OPERATION LIFESTYLE—UPDATE

In the last issue of *Guidelines*, **Chet Bradley,** WDPI Supervisor for Health Education, announced information regarding a television program and pamphlet entitled, "Operation Lifestyle—Your Lifestyle Profile." The response to the program and requests for pamphlets has been overwhelming.

The colorful pamphlet is designed as a simple self-assessment of lifestyle and allows one to score himself/herself on various questions dealing with exercise and nutrition, tobacco, alcohol and other drugs, personal health concerns, and safety. Point totals on the self-assessment indicated whether personal lifestyles are considered "Excellent," "good," "risky," or "hazardous."

Limited copies of the pamphlet were available last year to those requesting copies. The pamphlet has been reprinted and packets of 100 are for sale through the Department's publications section at a cost of $3.50 per packet. The pamphlets may be ordered upon request to (A check for the total number of packets ordered should be enclosed with the request): Publications Section, Wisconsin Department of Public Instruction, Operation Lifestyle, 126 Langdon Street, Madison, WI 53702.

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## TELEPHONE TAPE SERIES FOR TEENS GAINS

**Doris Cook,** WDPI Supervisor for Human Growth and Development Programs, noted recently that Cooperative Educational Service Agency (CESA) human growth and development projects are garnering substantial support and assistance from school counselors and other pupil services specialists around the state for initiation of telephone tape consultation services for teen-agers. Known as "Dial Harmony 2" in the CESA 16 and 19 areas, and "Project Access" in the CESA 15 area, these tapes are the result of numerous requests by parents and teens for help with the personal problem counseling needs of youth. The recorded tapes are grouped under eight broad headings: Sexuality; Practical Concerns; Vocational; Physical Health; Problems with Parents; Social Concerns; Emotional Concerns; and Drugs. In addition to providing factual information, many of the tapes also refer the caller to other sources of help.

Recently, two in-service sessions were held in the CESA 15 area, where counselors and other support staff, as well as high school students, shared ideas and plans for installing the program in their districts. Catalogs were provided to each of the districts for distribution to the students.

Information about the availability of the program in other areas can be received by calling the CESA office in your area. More information about "Dial Harmony 2" is provided under a resource materials description on page 93 of this issue.

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## SOCIAL SECURITY REGISTRATION ADVISORY

Wisconsin Job Service has called our attention to a problem frequently found by young people lacking social security numbers as they attempt to enter their first jobs. The Social Security Administration has tightened requirements for obtaining a social security number. Most offices now require a birth certificate or comparable verification of age and citizenship. Delays in obtaining social security numbers may prevent students from taking timely advantage of job opportunities. School counselors might consider integrating social security number acquisition information into their ninth and tenth grade career awareness programs.

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# INDEX TO VOLUME 17

## PAGINATION

Spring 1979, 1-32
Fall 1979, 33-56
Spring 1980, 57-100

## AUTHOR INDEX (ARTICLES AND COMMENT ONLY)


Aubrey, Roger F., 9, 61
Davis, Jerry L., 77
DeLuca, Pat, 39
Dilley, Josiah, 73
Doty, Ilene, 70
Erickson, Bruce, 59
Fruth, Marvin J., 82
Gill, Stephen Joel, 77
Harlan, F. James, 82
Husby, Anita, 43
Jacobs, James R., 70
Kipfmueller, Mark, 20
Kores, Peter J., 88
Koslow, Stephen, 52
Lofaro, Gregory A., 90
Nyez, Gregory R., 46
Perrone, Philip A., 5
Randolph, Alice H., 90
Redmond, Margo, 50
Sanders, Luida, 26
Schnepf, Joyce, 37
Smith, James O., 43
Sommers, Paul A., 46
Stevens, Dwight, 4
Tagatz, Jeanette, 20
Thompson, Barbara, 4
Wolleat, Patricia L., 73
Zdrale, Jeffrey, 16


## SUBJECT INDEX OF ARTICLES AND COMMENT


*Health Education/Practices/Services*
- Evaluating health services for exceptional children: A focus on consumer satisfaction, 46
- Fetal Alcohol Syndrome—Significant cause of birth defects, 50
- Schools and the promotion of wellness, 26

*Pupil Services*
- A study of pupil services administrators in Wisconsin, 82
- Pro-active role of the pupil personnel services administrator: Competency building through training and supervision, 61
- Pupil personnel committee (PPC) meetings in our schools, 16

*School Counseling Profession*
- A curriculum for guidance in the elementary school, 43
- Continuing education needs of Wisconsin school counselors, 73
- Counseling effectiveness: How good are we really?, 9
- Counselor competencies: A time to change, 5
- Hats off to counselors, 59
- Implications of cognitive developmental theory for elementary school counselors, 20
- Mentally handicapped students: The school counselor's role, 39
- Plus ca Change, plus c'est la meme chose!, 35
- Teaching teachers: One counselor's approach, 37

*School Psychology Profession*
Evaluating the culturally different child through SOMPA, 88

*School Practices*
A salute to the "Van Raalte Years" in Wisconsin education, 3
Providing parent education programs through school and community cooperation, 70
The Wisconsin Writing Project: Teachers helping teachers with teaching, 52

*Other*
Differences in verbal responses of male and female counselors-in-training to female clients, 77
Personal growth experiences in counselor education, 90

**SUBJECT INDEX OF BRIEFS**

*Educational and Vocational Planning Information*
Career counseling for youth and adults projects, 42
Series of drive-in conferences on post-secondary education opportunities announced, 31
Career decision-making program, 72
Timetable for college bound youth—A critique, 30
UW-Madison releases new publication—*Preparation for College*, 30

*Other*
Check your calendar, 19, 42, 69
Book review—*Insights into Human Development*, 54
International Year of the Child, 1979, 28
Memorial resolution for Annabelle E. Wolf, 15

**SUBJECT INDEX OF RESOURCE MATERIAL**

*Educational and Vocational Planning Information*
*Board Schools 1979*, 31
*Introduction to Chiropractic*, 87
National Employment Listing Services (NELS), 45
*Page 2, 93*

*Health Education/Practices/Service Information*
*Health Hazard Appraisal: Clues for a Healthier Lifestyle*, 25
*Help for Emotional and Mental Problems*, 94
*Know your Medication*, 94
Marshfield Comprehensive Child Care Center, 31

*Miscellaneous*
*Adolescent Suicide: Mental Health Challenge*, 51
*The Directory of Counseling Services*, 31
*101 Moneymaking Ideas for Young Adults 10 to 18 Years of Age*, 25
*Peer Power: Becoming an Effective Peer Helper*, 94
*Peer Counseling: An In-depth Look at Peer Helpers*, 94
Publications of the Women's Bureau, 94

*Personal-Social Planning Information*
*Dial Harmony* 2, 93
*Recreation for Disabled Persons*, 94
*Women—In Search of Equality*, 94

# GUIDELINES FOR AUTHORS

Invited for publication in *Guidelines for Pupil Services* are manuscripts directed to the common interests of pupil services workers in schools. Especially welcome is stimulating writing dealing with (1) discussions of current professional issues; (2) descriptions of new techniques or innovative practices and programs; and (3) research reports of unusual significance to practitioners. Dialogues, poems, and brief descriptions of new practices and programs will also be considered.

**Manuscript Preparation**

Manuscripts to be considered for publication in any issue of *Guidelines for Pupil Services* should:

- be submitted in duplicate (original and one clear copy).
- be typewritten, double-spaced. All references, footnotes, and direct quotations should be checked carefully for accuracy.
- include a capsule statement of 100 words or less. The statement should express the central idea of the article in nontechnical language and should engage the reader's interest. Use an informal style.
- follow the Publication Manual of the American Psychological Association for style of references and footnotes. The manual may be purchased from APA, 1200 - 17th Street, N.W., Washington, D.C. 20036.
- be accompanied by a complete identification of all authors. Be sure to include title and position, as well as present location.

be well-organized and concise so that the development of ideas is logical and the implications for practice are clear. Do not submit a manuscript that is under consideration by another periodical.

**Types of Manuscripts**

*Articles.* Manuscripts should not exceed 3,500 words (approximately 15 pages of typewritten copy, double-spaced) and preferably less.

*Field Practices.* Manuscripts should be kept under 2,500 words. They should briefly report on or describe new practices, programs and techniques.

*Dialogues.* Dialogues should take the form of verbatim interchange among two or more people, either oral or by correspondence. Photographs of participants are requested when a dialogue is submitted. Dialogues should be approximately the same length as articles.

*Poems.* Poems should have specific reference to or implications for the work of pupil personnel services workers.

*Book Reviews.* Reviews will be published for books written by those individuals concerned with and engaged in the pupil services disciplines in Wisconsin.

**Manuscript Submission**

Send manuscripts directly to Editor, *Guidelines for Pupil Services*, Bureau for Pupil Services, Department of Public Instruction, Madison, Wisconsin 53702.

Our format makes it possible for us to publish photographs in issues of the journal. Do not hesitate to include any photographs that you feel are pertinent to or illustrative of your material.

Manuscripts will be acknowledged upon receipt. Following preliminary review by the editor, they will be sent to members of the editorial board. Generally two to three months may elapse between acknowledgement of receipt of a manuscript and notification concerning its disposition. Of course, additional time will elapse between acceptance of the article and its appearance in print.